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ABSTRACT

The second of a three-volume set, this career education instructional manual for grades 4-6 was developed primarily by teachers. The broad goals of the teaching units are to provide each student with an awareness of the various career fields in the world of work and to instill in each individual the worthiness of work. Based on fifteen occupational clusters, these units are intended as guides or references and not as restricted entities. To aid the teacher in the manual's use, the following topics are discussed before the teaching units are presented: the teacher's function, the objectives, the unit method in presenting occupational information, suggested steps in developing a unit plan, evaluation, and correlation of subject areas. The teaching units are then presented by grade level: seven units are included specifically for grade 4, six units for grade 5, and five units for grade 6. The units follow the same general format by first presenting the instructional objectives for each unit and then the motivational and correlational techniques, descriptions of the activities, predicted outcomes and evaluation strategies, and resources for each unit activity. A compiled list of resources is found at the end of each unit. Other additional information, such as sample field trip permission forms and instructions for specific activities, are included in the last segment of this document. (BM)

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ED143819

# MASON COUNTY

# CAREER EDUCATION

## K - ADULT

Volume II

## TEACHER'S INSTRUCTIONAL MANUAL FOR UPPER ELEMENTARY EDUCATION 4 - 6

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## INTRODUCTION

The Mason County program, Career Education: K-Adult, is published in three volumes. Vol. I is designed for use in grades K-3, Vol. II is to be used in grades 4-6, and Vol. III is for grades 7-12. The program was developed by grants from Title III ESEA over a three-year project period. The materials were principally written by Mason County teachers under the direction of William A. Edwards and members of the staff of Marshall University. The units have been used in pilot schools and are now being used in all of the Mason County schools.

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## INTRODUCTION

It was the planning committee's desire to create occupational unit plans which would enable every child in the Mason County school system to be as fully aware as possible of the various career fields and their effect upon him as an individual. These plans were then formed with the idea of serving all children of Mason County.

It is the purpose of this program to create within our children an awareness of the many available jobs in the world of work, and to instill within them the worthiness of work.

We base our curriculum design on the fifteen occupational clusters as defined by the United States Office of Education. A matrix for the units was developed to cover all fifteen occupational clusters by the end of the sixth grade. It also reinforced this by covering all the clusters again by the end of the twelfth grade. We felt that in doing this, students would at least see some aspects of all areas of occupational employment during their school career.

You may notice that there are differences in the design of some of the teaching units. This is due to two different factors: (1) the producer of each unit is an individual; and (2) we upgraded our unit design during our year of developmental trial and error.

You will also notice that there are some repetitions of units. This is due to the many people involved in developing our curriculum. We would also like to explain that these are only samples of what can be done as far as teaching units. There are no strict guidelines on how to reach students. What will work for one group will not always work for another group. Therefore, use these units as a guide or reference but not as a restricted entity.

## THE TEACHER'S FUNCTION

## IN ELEMENTARY CAREER EDUCATION

The teacher's function in career development is to help the child to grow a sound and sturdy personality and to develop a healthy attitude toward himself and towards others.

The teacher must realize that problems of human relationships are as important as subject matter, information, and skills. The lasting effect may make it more important in the world of work; therefore, the teacher must guide and counsel youth with their problems.

This very subject is the reason for teaching the unit method in career education. The activity unit can be adapted to provide for individual differences.

The teacher must provide a variety of interesting and appropriate reading materials such as library and reference books, magazines, bulletins, folders, and experience charts. Children report information to committees or to the group.

The teacher must be resourceful by providing opportunities in audio-visual materials, various media or art and music.

She must create opportunities to motivate students through discussions, committee work and field trips.

She must seek ways to help children in making adjustments, in understanding the worth of an individual and his choices of work, and in appreciating the fact that through participation and cooperation much can be accomplished.

Every opportunity must be made to provide each child with experiences that will help him to achieve status with his peer group, to see that he experiences some degree of success, and that he receives praise. Through

unit work the resourceful teacher will be aware of this and find ways to provide these experiences.

In choosing a unit for career education the teacher must first consider the academic and social values that can be derived from it and what appeal it will have to the child. Then she must create experiences that will introduce the children to areas of the world of work that are related to the unit.

She must provide a suitable and appropriate environment in the classroom that will help the child to be aware of the world of work. This can be done by the use of charts, posters, displays, exhibits, and bulletin boards as well as providing a relaxed atmosphere in which children can move freely while doing their work.

The teacher must be skillful in guiding discussions, forming committees, and directing play activities. Through becoming familiar with all materials available the teacher can lead to more techniques for discerning the conceptual elements in the children's seemingly insignificant experiences.

The teacher must be aware that she is attempting to acquaint the child with the real world of work.

## OBJECTIVES

Observable behavior the learner must be able to demonstrate upon entering the fourth and upon completion of the sixth grade, in the area of the world of work:

To know and appreciate persons whose work and skills contribute to the safety, health, comfort, and happiness of their family;

Become aware of the meaning of work and its importance to them and to society;

Have a realistic view of the world of work, and encourage him to consider his own abilities and limitations;

Realize the fact that every worker performs a useful function;

Become aware of what their parents do in the world of work;

Become aware of some of the tools of specific job occupants. (i.e., fireman - fire truck, boots, and ladder.)

Become aware of the various community service careers: fireman, policeman, mailman, milkman, doctor (s), nurse, janitor, farmer, minister, sanitary worker, utility worker, teacher, secretary, and carpenter, and what they do in the wild world of work;

Help the child feel accepted and develop a desirable attitude toward the world of work and toward himself;

Develop in the child the ability to accept an appropriate work assignment and successfully complete it;

Help the child to discover things he can do to contribute to order in his classroom;

Structure play and make believe problems, so the child can think about what he enjoys doing most.

The student on completion of the sixth grade should be able to exercise knowledge by showing appreciation of workers whose work and skills contribute to the safety, health, comfort, and happiness of his own family; show awareness of the meaning of work and its importance to him and to his society; show an awareness of what his parents do in the world of work.

## THE UNIT METHOD

## OF TEACHING OCCUPATIONAL INFORMATION

The primary aim of education is to modify the behavior of the learner. Learning is a complicated process in which the learner responds physically, intellectually, and emotionally as a total organism to a whole situation. The learner must experience if he is to learn. The change which takes place in the individual as a result of experience is "learning."

To provide for effective learning teachers must organize learning situations which utilize those things we know about the learning process. The Unit Method of teaching has been a successful instrument for obtaining desirable learning.

All units in this manual will contain occupational subject matter, utilize activities and provide experiences. Both subject matter and activities are selected so as the child may experience in a learning environment the various occupations (Jobs) that affect his life and are available for him as an occupational choice for earning a living and contributing to society.

SUGGESTED STEPS IN DEVELOPING

A UNIT PLAN

I. Predicted Outcomes

(Knowledges and understandings, attitudes and ideals, thinking and problem solving, cooperation)

II. Motivation Techniques

A. The Introduction to Create Interest

(Arranging excursions, telling stories, showing motion pictures, etc.)

B. The Planned Room Environment

(Centers of interest, maps, books, pictures, and actual objects)

III. Student Experiences

A. Children begin to ask questions and raise problems -
(What we think we know - what we want or need to know)

B. Class and Teacher - Suggest Ideas and Activities- Then decide which to undertake

C. Children Help Evaluate and Organize Questions and Problems -
Main Topics
Sub-topics

D. Children Plan Committee work; choose committees on which to work -
Committee 1
" 2
" 3

E. Questions Arranged in Sequence for Study

F. Class and Teacher Evaluate Committee work

IV. Culminating Activities

Exhibit, program, etc., presented to others

V. Evaluation

A. By Children

Learnings
Accomplishments
Improvements

B. By Teacher

Have Predicted Outcomes been obtained?

## EVALUATION

1. Perceiving evaluation of later Elementary and being conscious of how well the children have become aware of the World of Work.
2. Observing how well the children are being motivated to study the various career oriented units.
3. Observing the interest shown while participating in the different areas of work.
4. Being aware of the growth the child makes in formulating discussions into learning situations.
5. Noticing how well the child grows in his ability and effectiveness in using the library and resource materials.
6. Observing changes and growth in behavioral and social attitudes as the unit progresses.
7. Perceiving how well the children learn to work in groups and to follow up with individual activities.
8. Noticing how well the child develops an inquiring mind during the progress of the units concerning the World of Work.
9. Being aware of the child's growing interest in people as resource people are invited and field trips are utilized.
10. Observing the extent to which children are developing good self concepts.
11. Noticing that children have learned the ability to compare the past with the present.
12. Noticing whether children are developing good wholesome attitude toward themselves, others and their world about them.
13. Observing how children are able to choose and decide upon their choice of work in the classroom and see that it is carried to completion.
14. Being aware of leadership qualities developing.

## CORRELATION OF SUBJECTS

READING -

A. Encourage the use of oral and silent reading for facts and information.

B. Develop a knowledge of looking for good informational material.

C. Develop an awareness for reading about a field of careers the child may have had only a rare knowledge of.

D. Create an opportunity for functional library reading.

E. Encourage the learning of new words and their meanings.

F. Create an appreciation for poetry and its style of rhythm and beat.

G. Create a sense of order and sequence.

SPELLING -

A. Create opportunities to spell new words.

B. Make children aware of correct spelling--a code to words.

LANGUAGE -

A. Encourage good oral expression.

B. Develop organizational ability.

C. Develop a knowledge of writing letters and invitations.

ARITHMETIC -

A. Develop a knowledge of pounds and ounces.

B. Develop a knowledge of yards and inches in measuring.

ART -

A. Develop opportunities for free expression of meaningful ideas.

B. Create opportunity group projects such as exhibits and murals, etc.

SCIENCE -

A. Develop a knowledge of the scientific approach.

B. Create opportunities for conducting experiments and for learning science concepts.

MUSIC -

A. Learn songs to express freely the ideas involved in a subject the children are interested in.

B. Learn to appreciate music as connected with other subjects.

SOCIAL STUDIES -

A. Develop a knowledge of how early people lived and worked.

B. Develop comparison of past with present ways of living.

C. Create an appreciation of the interdependence of people for their livelihood.

D. Develop a knowledge of industrial life.

AUDIOVISUAL -

A. Use many multi-media techniques.

B. Use filmstrips, films, records, etc.

TEACHING UNITS

for

LEVEL FOUR

TITLE . . . . . BAKING

Grade Level Four

Cluster: Consumer and Homemaking

Behavioral Objectives

Cognitive: At the conclusion of the unit:

A. Each child will demonstrate a knowledge of the workers involved in baking by selecting 12 workers from a list of 20 who are essential to the success of a bakery.
B. Each child will apply his knowledge of the skills required for the various jobs by matching the skills needed with the worker's position.

Affective: At the conclusion of the unit:

A. Each child will make a value judgment regarding the work in the bakery by selecting 5 which appeal most to him and rating them in order of greatest appeal.
B. Each child should be able to organize the facts learned in such a way as to produce an acceptable summary of the job with the most appeal to him, listing the skills needed and his aptitude for the job.

Psychomotor: At the conclusion of the unit:

A. Each child will have helped to grind wheat into flour (by manipulating a grinder). The flour must be fine enough to be sifted.
B. Each child will have imitated the job which appeals most to him by demonstrating the equipment used for that particular job, and its use to the class.
C. Each will have exhibited an acceptable degree of precision in the use of tools or material relevant to the job of his choice.
D. Each child will have used a cake decorator with the precision necessary to writing his name legibly.

| Motivation Techniques and Subject Correlation | Student Activity | Predicted Outcome | Resources |
|---|---|---|---|
| Movie: "Baking" Office of Ed.-Marshall University. | Discuss the various types of work shown in the film. | Children will respond to the film by discussing the various types of work they have seen demonstrated in the film. | Movie: "Baking" Office of Education - Marchall University. |
| Have partial list of jobs shown on the blackboard. | Discussion and complete the list of jobs shown in the film. | Children will list and describe five of the jobs shown in the film, in addition to those listed on the board by the teacher. | Movie: "Baking" Office of Education - Marshall University. |
| Teacher will suggest playing charades. (fine arts) | Each child will mime one job he has observed in the film--others will guess which job he is demonstrating. | Each child will imitate the job he saw in the film which appeals most to him or which he has chosen to imitate. | Movie: "Baking" Office of Education - Marshall University. |
| Play word game - (Language Arts). | Take verbs which decribe the work done in the bakery (from list) and make nouns by adding -er to the verb. Ex. work-worker bake-baker | At the end of the lesson, the child should be able to convert the names of the work done in the bakery to the names of the workers (by adding -er to the verb) with 90% accuracy. | MacMillan English Series 4 MacMillan Co. New York 1967 pp. 51-57 115-118. |

| Motivational Technique and Subject Correlation | Student Activity | Predicted Outcome | Resources |
|---|---|---|---|
| Teacher asks the question or has it on the blackboard: Why are all the different workers necessary? or Do we really need all these workers? (Social Studies) | Read and discuss "Division of Labor" and "Cooperation" as important ideas of man. | At the end of this lesson the child should be able to evaluate the division of labor in the bakery, as opposed to one person learning all the skills for all the jobs. | "Great Ideas of Man" Fideler Company, Toronto, 1970, pp. 194-201. |
| (Health) Display chart on nutrition and "7 basic foods". | Discuss the different kinds of bread: white, whole wheat, bran, rye etc., and compare their nutritional value. | Children will be able to select the kinds of bread which are most nutritious by their substances and amounts of daily requirements met. | Cook books charts on nutrition (County Extension Office). Bread wrappers. |
| Have table with slices of different kinds of bread numbered 1, 2, 3, etc. | Children will examine bread and learn to identify the most easily distinquished by appearance. | Children will be able to match appearance of 5 bread slices to descriptions on a check sheet, with 100% accuracy. | |
| Display a picture of a mill. Read article on milling. | Discuss the article. Read on methods of milling or of grinding grain. | The child will learn of the different kinds of mills and methods of grinding grain. | World Book Encyclopedia. |

| Motivational Technique and Subject Correlation | Student Activity | Predicted Outcome | Resources |
|---|---|---|---|
| Have bulletin board of Indians grinding grain by using stones. Early settlers using the mortar and pestle method with tree stumps. Oxen turning wheels and old mill-stream water wheel. | Pupils will grind grain into flour by using an ordinary kitchen grinder. | Children will manipulate the grinder with a degree of precision which produces flour fine enough to be sifted. | World Book Encyclopedia. |
| (Music) Fine Arts Dance. | Children will dance and sing "The Miller's Dance". | Children will execute the dance with a precision which makes it pleasant to watch and is acceptable to the teacher. | "Clapping Game" p. 17 - Singing Everyday - Ginn & Co. |
| Language Arts, Social Studies and Music. | Children learn the words and melody to "La Molinera" (the Miller's Wife) in Spanish. | Children will demonstrate their knowledge of musical notes and sight reading by singing "La Molinera", and will learn the pronunciation of the Spanish words. | "A Fiesta of Songs from Spain and Latin America," Yurchenko. G. P. Putnam, N.Y., 1967. |
| Filmstrip: A Farm Kitchen 100 Years Ago. | Discuss the old fashioned kitchen and oven. | Children will respond to the idea of the old fashioned oven by expressing their feelings about it. | Filmstrip: A Farm Kitchen 100 Years Ago - Sue Children's Classics. |

| Motivational Techniques and Subject Correlation | Student Activity | Predicted Outcome | Resources |
|---|---|---|---|
| Display a variety of books - (Social Studies and Language Arts). | Have a period of reading and research to find as many kinds of ovens as they can discover being used by people in other times or other lands. | Children will learn of different types of ovens used by other people of the present, as well as, those used in the past, and make a value judgment as to the most efficient by listing types in order of efficiency. | "At the Bakery" Melmont. 1953<br>"Bread and Butter Journey"<br>"Pueblo Indians" (p.38)<br>"First Look at Mexico"<br>"Navaho Indians"<br>"Great Ideas of Man"<br>"American Adventures"<br>"Let's Read About India" (Chapatty) |
| (Social Studies)<br>Filmstrip:<br>"The Bakery" | Discuss the modern ovens and modern bakery and compare it to the types of ovens discovered in the preceding activity. | Children will analyze the sophistication of the modern ovens and the variety of baked goods which are the result of the efficient and versatile oven. | Filmstrip:<br>"The Bakery"<br>List 1 |
| Question on blackboard: Do you prefer primitive or modern? Tortillas on table. | Discuss wafer bread, tortillas, unleavened bread and why they were easily prepared by primitive peoples.<br>Taste Tortillas. | Children will comprehend that with limited facilities, less sophisicated breads could be produced, and that as a daily supplement to the meal our modern bread would provide more variety. | World Book Encyclopedia<br>List 2<br>"Let's Read About India"<br>List 2<br>"First Book of Mexico"<br>p. 10<br>List 2 |

| Motivational Technique and Subject Correlation | Student Activity | Predicted Outcome | Resources |
|---|---|---|---|
| (Language Arts and Social Studies.) | Children will make mural of Mexican scene. | Children will show knowledge of Mexican life by depicting it in a mural. | "American Adventures" "A Trip to Mexico" |
| Read "South of the Border" and "Trip Through Quatemala" | Role play Mexicans and Central Americans using tortillas as dishes--(Make tacos). | Children will imitate Central Americans by making tacos and "using" the shells as dishes to hold the meat and "salad". | "American Adventures" "Zepata Taco Shell Kit" |
| (Science) On Bulletin Board have display of taco and slice of bread. Question: Why is one so flat and the other not so flat? | Mix cornmeal, water, and and salt, fry on griddle. Mix flour, salt, yeast, water, etc., let dough rise. | Children will synthesize facts to form a hypothesis as to why unleavened bread is flat. | Recipe for bread for tortillas. Better Homes and Garden Cook Book. Mexican dishes any cookbook. |
| (Science) Do experiment with yeast and warm sugar water to show the growth of yeast. | Read "Science Experiments You Can Eat" | Children will learn that yeast grows by "budding". | "Science Experiements You Can Eat" "Concepts in Science" |

| Motivational Technique and Subject Correlation | Student Activity | Predicted Outcome | Resources |
|---|---|---|---|
| (Science)<br>Set up budding. | Children look at yeast budding, draw what they see. | Children will manipulate microscope to see yeast budding and draw pictures of yeast plants. | Experiment in preceding section microscope.<br>"Concepts in Science"<br>"Microbes" |
| (Math)<br>Have a large poster with a picture of some baked goods with the recipe for it. | Children will measure sand by using 1/2 cup 1/4 cup, 1 cup, and 1/3 cup standard measures. | Children will measure with precision acceptable to the teacher using sand instead of flour, to determine 1/2 cup, 1/4 cup, 1 cup, and 1/3 cup. | |
| Teacher will say, "Let's find out why the measuring cups have 1/2, 1/4, 1/3 etc." | Work with fractions to learn that two halves equal one<br>4/4, 2/2, 3/3 = 1<br>2/4 = 1/2<br>1/3, 1/2<br>1/4, 1/3 | Children will apply basic concepts of fractions to accuretely solve problems (in types which they have been learning) with 85% proficiency. | Elementary Mathematics, Addison Wesley. |
| (Language Arts)<br>Mother's Day Gift -<br>"A Baking Bazaar"<br>or<br>"Child's Garden of Baked Goods" | Children will bring to school a recipe of a favorite food. (baked) | Children will classify material and organize recipes in alphabetical sequence.<br>Bread<br>Cakes<br>Cookies<br>Doughnuts<br>Pies | Cook books present in the pupil's homes. |

| Motivational Technique and Subject Correlation | Student Activity | Predicted Outcome | Resources |
|---|---|---|---|
| (Art)<br>"Decorations for the Cover". | Decorate the front (Outside cover) of recipe booklet with Mother's favorite flower. | Children will make, and design and manipulate brushes and paints to produce and attractive cover for recipe book. | Teacher's manual for drawing flowers.<br>"Art"<br>"Drawing Made Easy" |
| (Music)<br>Song. | Sing "A Penny in my Pocket". | The children will respond by singing the song. | "Let's Sing and Play." |
| Song. | Sing "The Gingerbread Boy". | The children will learn the words to the song and sing the song, using the correct words. | "Tuning Up." |
| Song and Imitation. | Sing "The Muffin Man". | The children will sing the song and imitate the muffin man's actions by doing the actions named in the song. | "Complete Nursery Song Book." |
| Teacher asks: Would you like to visit a real bakery and see it in operation? | Plan for the trip and list the work we wish to observe and the safety features, cleanliness, etc. | Children will respond by listing the different phases of baking they wish to observe. | Filmstrips viewed, films viewed, and books read. |

| Motivational Technique and Subject Correlation | Student Activity | Predicted Outcome | Resources |
|---|---|---|---|
| Take a field trip to a local bakery. | After the trip discuss the likeness and differences in in the way this bakery operates as compared to the ones seen on the films and filmstrips. | Children should be able to evaluate (from a prepared list). | |
| (Math)<br>Have a display of baked goods. | Make up math story problems about purchases of baked goods. Role playing. | Children will solve mathematics equations and problems by imitating customers at a bake shop. | Elementary Mathematics List 2. |
| Bulletin board with empty flour sacks, sugar sacks, measuring spoons, etc.<br>Words:<br>"How many?"<br>"How much?"<br>"What kind?" | Children do research to discover by what means the bakery has the proper materials in sufficient quantity for operation. | Children will organize committees to interview manager of bakery and do research on purchasing supplies. | Local manager of bakery Filmstrip. "Organizer of Ideas the Bakery Forewoman" |
| Report of Committees. | Children formulate his list of duties of the person in charge of purchasing the buyer. | Children will respond to the report of the committee by listing the duties of the buyer. | Committee reports. |
| (Music)<br>Use bells. | Children will play "Hot Cross Buns" on the bells. | Children will read the notes and with a precision which will make the song recognizable and pleasing to the ear, play "Hot Cross Buns" on the bells. | Complete Nursery Song Book and Music for Bells. |

| Motivational Technique and Subject Correlation | Student Activity | Predicted Outcome | Resources |
|---|---|---|---|
| Role playing. | One person acts as buyer. Different children act as computers to solve problems of purchasing--using only figures in even 100's, 1,000's, and 10,000's. | Each child will imitate either a buyer or computer and solve math problems with a degree of accuracy acceptable to the teacher. | Math pages on computers-Elementary Mathematics. |
| Game: "What tools do I need?" Large wheel with heads in chef's caps and labeled "bread baker," "cake maker," "cookie cutter," "cake decorator," "doughnut baker," "mixer," etc. | Children spin pointer. Must select proper equipment from table to do the work of person whose "head" the pointer stopped at. | Children will demonstrate knowledge of proper tools for the execution of a specific job as observed by the teacher. | |
| A mother demonstrates the the art of cake decorating. | Children will experiment with the decorating tube and different tips which they have brought from home. | Children will manipulate decorating supplies and produce a leaf design on waxed paper, also write their names on a sugar cookie. (which they may eat) | Person in community. |
| Bulletin board with heads of workers in chef's hats and pairs of hands. "Whose hands need the greatest skill?" | Pupils will discuss the degree of skill necessary for each person who "bakes" or produces a baked product. | Pupils will make a value judgment as to which person needs the greatest "technique" by listing them in order as to greatest first, then on down to least. | Review of film if necessary. |

| Motivational Technique and Subject Correlation | Student Activity | Predicted Outcome | Resources |
|---|---|---|---|
| Display a cutout of a man in uniform and a truck-no label. | Review the list of workers made when the film "The Bakery" was shown (our running list). Discover which worker has not been discussed. | Children will learn that the route salesman has not been studied. | List of workers. Second viewing of film if necessary. |
| Question: Is this worker of real value, and do we enjoy his services? | List the skills a route salesman must have and discuss his value to the community. | The children will analyze the work of the route salesman and make a value judgment as to the service he renders the community. | |
| (Math) Role play. | Make up math problems of orders the housewives might need. | Children will solve problems involving multiplication and addition on ordering, by imitation, and increase their knowledge of job. | |
| Question: "Would you like to set up a model bakery?" (Children will probably come up with this idea.) | Discuss what needs to be done. Select committees to construct props, collect items needed, make signs, etc. | Children will organize the group into committees to set up the model bakery, showing all the jobs involved. | Fieldtrip and filmstrips. |

| Motivational Technique and Subject Correlation | Student Activity | Predicted Outcome | Resources |
|---|---|---|---|
| Setting up the bakery (Art and Language Arts). | Children will arrange their props and provide the proper attire for workers. | Children will show an application of their knowledge of the physical appearance of the bakery and the workers by choosing the costumes and props necessary to their bakery. | |
| Role playing | Children will simulate the work done in a bakery involving all the jobs. | Children will demonstrate a level of precision in the use of props and in exhibiting the skills of each worker as observed by the teacher. | |
| Help Wanted sign on bulletin board, salary, age requirements and personal appearance. (No skills.) | Students will select the job for which they would like to apply from the list of 14. | Student will place a value upon the job most appealing by selecting 5 of special interest and rating them 1-5 in order of greatest appeal. | Help Wanted Ads from classified ads in newspaper. |
| Question: Which skills should you have before you can do this job? | Students will match the 14 jobs with the skills necessary to that job. | From a checksheet the students will match the workers's name with the list of skills required by that job with 85% accuracy. | |

| Motivational Technique and Subject Correlation | Student Activity | Predicted Outcome | Resources |
|---|---|---|---|
| (Language Arts) Application for work for from bakery (or a simulated one). | Fill in the application form. | Student will demonstrate ability to follow directions in reading and completing forms. | Application blank. |
| Question on board: Which job do You want? For Which one are you qualified? | Each pupil will write a job description of the job which has greatest appeal for him, with reasons for its appeal and list his qualifications for handling that job. | Each student will demonstrate his knowledge of the work, reevaluate his choice of the job which appeals most and demonstrate his knowledge of the skill required for that job. | |
| To help to conclude unit: A Bake Sale. | Plan for the bake sale by organizing work. Select committees for: setting up tables getting baked goods, making posters, choosing workers, price lists, etc. | Children will respond by showing williness to assume responsibility for job assigned. | |
| Produce baked goods one day prior to sale. | Pupils make "no bake cookies" and also cookies that can be sliced and baked, bake cupcakes--use electric roaster for oven. | Children will demonstrate a naturalized ability to produce cookies of these 3 types of a quality which can be sold at the bake sale. | Recipe books, "Better Homes and Gardens," and Eastern Star Cookbook. |

| Motivational Technique Subject Correlation | Student Activity | Predicted Outcome | Resources |
|---|---|---|---|
| Set up the bakery. | Arrange the tables with baked goods, set up table for "cashier" etc. Put price tags on goods. | Children will demonstrate ability to work cooperatively in arranging materials in the proper sequence for traffic flow thru bakery. | |
| Open the doors for bake sale. | Sell baked goods, clean up afterwards. | Children will show characterization of salesmanship and ability to make change. | |
| Question: Was the bake sale a success? | Discuss the bake sale, work involved, money collected, etc. | Children will evaluate the sale by analyzing the work done and the profit in dollars. | |
| What have we learned about the number of workers involved in the baking of our products? | Students will select from a list of 20 workers, at least 12 which have to do the success of the bakery. | Each student will demonstrate his knowledge of the workers involved in baking, by selecting from a list of 20, a minimum of 12 who are directly involved in the bakery. | |

RESOURCE MATERIAL

LIST ONE ..... FILMS AND FILMSTRIPS

| | | | |
|---|---|---|---|
| Films: | | | |
| Baking | Office of Education | Marshall University | Huntington, W. Va. |
| Filmstrips: | | | |
| SVE Children's Classics: | | Mason County Board of Ed. | Point Pleasant, W. Va. |
| A Farm Kitchen 100 Years Ago | | | |
| The Story of Wood | | | |
| Children in the Wilderness Frontier | | | |
| Your Daily Bread | | | |
| Trucks Work for Us | | | |
| Navajo Indians | | Row Peterson | |
| Pioneer Village | | McGraw Hill | |
| An African Home Near the Equator | | Curriculum Filmstrips | |
| The Bakery | | Row Peterson | |
| Organizer of Ideas: the Bakery Forewoman | | Guidance Associates | Pleasantville, N. Y. |

RESOURCE MATERIAL

LIST TWO .....LIBRARY BOOKS

Library Books

Bishop, Claire. Pancakes-Paris. Viking Press, New York.

Bleeker, Sonia. Navajo Indians. Thomas Crowell, New York.

Bleeker, Sonia. Pueblo Indians. William Morrow, New York, 1955. (wafer bread)

Buckheimer. Let's Go To a Bakery. Putnam Library Edition, G. P. Putnam, New York.

Buff, Mary and Conrad. Dancing Cloud, the Navajo Boy. Lantern Press, New York.

Cobb, Vicki. Science Experiments You Can Eat. Lippincott, New York, 1972.

Colver, Ann. Bread and Butter Indian. Reinhart Winston, Cleveland, 1957.

Elting, Mary. The Lollipop Factory. Doubleday, New York, 1946. (chapter on baking crackers)

Epstein, Sam. First, Look at Mexico. Watts, New York, 1955.

Holberg, Ruth. Three Birthday Wishes. Thomas Crowell, New York, 1953.

McCloskey. Homer Price and the Doughnut Machine. Viking Press, New York.

Morris. The American Indian as a Farmer. McGraw Hill, New York, 1964.

Raman, T. A. Let's Read About India. Fideler, Grand Rapids, 1950. (chapatty)

Schroeder, Glenn. At the Bakery. Melmont, Chicago, 1953.

Shannon. A Trip to Mexico. Children's Press, Chicago, 1961.

Worthylake. Children of the Seed Gatherers. McGraw Hill, New York, 1964.

Reference Books:

| | | | |
|---|---|---|---|
| American Adventures | American Book Company | New York | 1963 |
| Better Homes and Gardens Cook Book | | | |
| Concepts in Science-4 | Harcourt Brace | New York | 1966 |
| Drawing Made Easy | Parton-Dale | | 1954 |
| Elementary School Mathematics | Addison Wesley | Menlo Park, N.Y. | 1972 |
| Great Ideas of Man | Fideler Company | Toronto | 1970 |
| MacMillan English Series-4 | MacMillan Company | New York | 1957 |
| Teacher's Manual on Art | Mason County Board of Ed. | Point Pleasant, W. Va. | |
| World Book Encyclopedia | Field Enterprises | Chicago | 1970 |

Music Books:

| | | | |
|---|---|---|---|
| Let's Sing and Play | Children's Press | Chicago | |
| A Fiesta of Folk Songs from Spain & Latin America | Yurchenko, G. P. Putnam | New York | 1967 |
| Singing Every Day | Silver Burdette | Boston | 1950 |
| The Complete Nursery Song Book | Lothrop, Lee and Sheppard | New York | 1967 |
| Tuning Up | Ginn and Company | Boston | 1943 |

## COUNTY WORKERS

Grade 4

Objectives:

1. The student will gain realistic knowledge of job opportunities found in county government. This knowledge will be measured by a test given at the end of this unit.

2. The students will be able to organize a mock election to elect those county workers who are elected by popular vote. This will be measured by teacher observation of individual performance in a classroom conducted election.

3. The student will be able to imitate a role of a county worker and his or her performance will be observed through a classroom planned skit.

4. The child will realize that he is a definite part of his community and as such has responsibilities as well as privileges. This will be measured by the interest, the roles, and the parts the child projects throughout the unit.

| Motivation Techniques and Subject Correlation | Student Experiences | Predicted Outcomes | Resources |
|---|---|---|---|
| Initiation of the Unit. | Observation of a County worker grading a side road near our school. | The child will become aware of the worker and what he is doing as measured by teacher observation of conversations of the students. | |
| Discussion. | Language Expression | The child will be given opportunities for language expression and student participation | |

| Motivation Techniques and Subject Correlation | Student Experience | Predicted Outcome | Resources |
|---|---|---|---|
| Use Map of County - (Correlated with Geography). | Learning to use map legend, recognizing directions and boundaries of our county. | With 90% accuracy the child will be able to place east, west, north, and south on his map. He will be able to recognize the area served by our county workers. | Map of County. |
| Preparation of Vocabulary list (to be correlated with reading). | Let child help list words. | Growth in sight vocabulary. | Chart paper. |
| Preparation of fifteen Spelling words from the unit. Hence, words I need to know how to spell. | The child will learn to spell these words. | The child will learn to spell these words with 80% accuracy. | Spelling test can be on ditto paper. |

| Motivation Techniques and Subject Correlation | Student Experiences | Predicted Outcomes | Resources |
|---|---|---|---|
| Question Making. | Cooperating in setting up the questions. | At least 10 questions will be set up for which children may find answers. | Chart Paper. |
| Bulletin Board (correlated with Art). | Students will find and bring to school symbols of various jobs. | The child will be able to arrange and categorize their displays with 90% accuracy. It is hoped that this activity will also be used to help stamp out sex stereotypes. Through oral communication girls can be helped to conclude that it's perfectly respectable to become M.D.'s as well as R.N.'s. Boys may consider the jobs of becoming secretaries, etc. | Band-aids, Tax receipts, Steno paper, Sheriff badge, etc. |

| Motivation Techniques and Subject Correlation | Student Experience | Predicted Outcomes | Resources |
|---|---|---|---|
| Committees - Forming of and work of. Making ballot box and voting booth. Reports of progress daily by chairmen. | Groups will work together in preparing reports, preparing skits, and in organizing an election all under teacher supervision. | The child will understand the roles of adult workers as judged 90% accurate by knowledge given in reports and committee projects. Such as one committee of election officials will make a voting booth and ballot box. This committee will give instructions on how to mark a ballot. (Vote for one candidate, fold ballot for secrecy.) Check off names of registered voters after they enter voting booths. Tally the votes and report totals to the class. It is suggested that parties to be used will be Mountain Lions and Buffalo or etc. This will keep a child from deciding at such an early age his political party. | Books - Filmstrips, Encyclopedias, and Ref. box.<br><br>Ditto paper for ballots. |

| Motivation Techniques and Student Correlation | Student Experience | Predicted Outcomes | Resources |
|---|---|---|---|
| Preparation for visits from resource persons. | Discussion and evaluation of questions to be asked. That is, "How do you like your job?" is not vital enough. More suitable questions will be "Why did you happen to seek this job or office?" "How did you learn to perform your duties?" "How should young people prepare for some part in county government work?" | The child will be able to word questions to get information specific to the performance of the job as measured by evaluation by the teacher of questions the child will ask. | Game Warden, Sheriff, and Health Nurse. It is hoped that these people will furnish some visual aids. |
| Resource Persons. | Listening and question asking. | More realistic knowledge of job roles will be observed by the pupils through polite listening and questions. This will be measured by oral questions asked by the teacher after each guest leaves. The child should be able to answer with 70% accuracy all questions asked as review. | |

| Motivation Techniques and Subject Correlation | Student Experience | Predicted Outcomes | Resources |
|---|---|---|---|
| (Health Class) - Use after visit from Health Nurse. | Child will make a check list of ten good health habits and will apply this list to his daily life. That is, "Did I brush my teeth?" etc. | The child will learn health habits as judged by improvement in eating and grooming habits he will be able to check 8 out of 10 of these each day. | Chart Paper. |
| Game Wardens Visit. | The child will learn more about our wild animal life and why fishing and hunting laws are necessary. | The child will be able to list 2 duties of the game warden. | |
| Sheriff. | The child will learn more about these people who are responsible for our physical protection. | The child will have a more positive attitude toward our law enforcement officials. Negative attitudes should be least acceptable. | |

| Motivation Techniques and Subject Correlation | Student Experiences | Predicted Outcomes | Resources |
|---|---|---|---|
| Planning for Trip to the Court House | Set up guide lines on "How to behave?" "What to look for?" etc. | The child will know what to expect and how to act as measured by the behavior of the child. | |
| Trip. | The child will go on the trip and upon return to the school evaluation will take place. What did you see? What impressed you most? | The child will have had the experience of seeing people work together to keep our county government running smoothly. | |
| What If Questions. (Correlate with Science) Investigation. | Child makes a, What if question? Such as: What if the judge couldn't judge? What if the road grader couldn't grade? What if the tax collector couldn't collect any taxes? | The child will be able to see the services of these people as being very important as judged by conclusions of problems created by the questions. | |

| Motivational Techniques and Subject Correlation | Student Experience | Predicted Outcomes | Resources |
|---|---|---|---|
| Math problems - (Correlate with Math). | Children will pay taxes to a tax commissioner using play money. Bills will be prepared by a clerk. If no play money is available the child can make his own. | The child learns to use money with 70% accuracy. | Play money. |
| Writing "thank you" notes to guest speakers. (Correlated with English.) | Child writes the notes. | Skill in letter writing is learned, as proper form is used with 80% accuracy. | Envelops and paper. |
| Pantomine - (Correlated with Dramatics). | The child will act out a county worker using gestures and actions only. | The child will be given the opportunity to use initiative and creative work. The class will be able to guess the worker who is being mimiced within one minute. | Any props the child may choose to use. |
| Reports - (Cursive Writing and English Correlated). | Each child given a report a worker of his choice. | Neat, interesting reports are expected to be the result of this project as judged adequate by teacher judgment. | Books. |

| Motivational Techniques and Subject Correlation | Student Experience | Predicted Outcomes | Resources |
|---|---|---|---|
| Song: America. | The child is given an opportunity to learn a new song. | The child will learn a new song as judged by child participation. | Song Books. |
| Review of questions made at the beginning of the unit. | Students evaluate learning experiences and questions. | An overview of the unit will be given. | Chart of earlier questions. |
| Test. | Children take a test. | 75% percent of the questions will be answered correctly. | Test. |

## RESOURCES

### BOOKS


Eichner. First Book of Courts of Laws. Watts, Franklin Inc. 1969.

Eichner. First Book of Local Government. Watts, Franklin Inc. 1964.

Hoffman and Heffleginer. About Friendly Helpers Around Town. Melmont Publishers, 1958.

McCarthy. Lets' Go To Court. Putmans, G. P. Sons, 1961.

McCarthy. Lets' Go To The Police Station. Putman's, G. P., Sons, 1967.

McCarthy. Lets' Go to Vote. Putman, G. P., Sons, 1961

Newman. About People of Our City. Melmont Publishers, 1964.

Radlauer. About Men at Work. Melmont Publishers, 1964.

Watts. First Book of Local Government. Tollet Publishing Co., 1964.


### FILMS


How Government Helps the People, #22 Fl Curriculum Films.

Learning About Our Town Government, #27 Fl Curriculum Films.


### RECORDS


Tools Come Alive. Listen Imagine and Write.

SAMPLE TEST

In the blank by each word on the left write the letter, by the group of words at the right which best describes each word.

I.

| | |
|---|---|
| _____ tax assessor | a. enforces laws |
| _____ judge | b. to punish |
| _____ jury | c. sells dog tags and collects taxes |
| _____ penalize | d. joint effort to work together |
| _____ prisoner | e. public official elected to hear evidence in a court of law |
| _____ cooperate | f. a group of people sworn to hear facts and examine evidence in a law case |
| _____ sheriff | g. a person held in custody |

II. What job studied do you find most interesting? Why?

III. What type of work does a game warden do?

IV. Who pays for the work of county workers? How are they paid?

V. List two duties which a health nurse performs.

1. _____.

2. _____.

## OUR NEIGHBORHOOD HEALTH HELPERS

4th Grade

Health Occupations

### Behavioral Objectives

AFFECTIVE: The students will display a value of professional medical workers during the unit of study as measured by teacher observation.

COGNITIVE: The student will gain knowledge and comprehension of our health workers during the unit of student as measured by teacher observation.

PSCHOMOTOR: The student will initiate the medical professional occupations through role play after field trip observations during the period of study as measured by teachers observation.

It is necessary to teach this unit on Career Education at the 4th Grade Level as this is the age when children leave primary grades and start to read and think for themselves. The active intermediate need to explore the many job clusters available in Career Education.

| Motivation and Subject Correlation | Student Activity | Predicted Outcome | Resources |
|---|---|---|---|
| Filmstrip on "Neighborhood Doctor" | Discussion on Film. | Children will gain knowledge of educational requirement for Doctor and his work--also gain knowledge of Medical History. | Filmstrip |
| Medical Notebook Artistically designed with Medical Symbol. | Look up Pasteur, Lister, Hypocrates and other special men in medicine. | | |
| T.V. Program "Life of Louis Pasteur" | Write up reports for notebook. | | |
| Medical Terms. | Learn meanings and have for spelling lesson. | Student will have a positive value toward the Medical Doctor. | Medical Dictionary. |
| Pre-Med Student gives lecture on importance for building strong bodies by proper eating and exercise - stresses to be good at any career one must be Healthy. | Discussion on Demonstration.<br><br>Write thank you letter to Pre-Med student to express what they feel they have learned. | Children respond with to "Karate" demonstration by participating in physical education and is more tolerant toward eating better balanced meals. | English Text to use as reference for writing a friendly letter. |
| Gives "Karate" demonstration. | | Children respect Medical Career. See Doctors are "Real People" not stereotyped as a man with a "Black Bag." | |

| Motivation and Subject Correlation | Student Activity | Predicted Outcome | Resources |
|---|---|---|---|
| Filmstrip on "Neighborhood Nurse" | Discussion on Film. | Children display a comprehension of the Nursing Career. | Filmstrip. |
| | Research on History of Nursing, Florence Nightingale, Clara Barton and others. | Children gain knowledge of History of Nursing. | |
| T. V. Program, "A Lamp in Her Hand" | Write up reports in Medical Notebook. | | |
| County Health Nurse gives a class lecture, then question time. | Class discussion on job opportunities open for nurses.<br><br>Salaries available for Registered, Practical and Nurse's Aids. | The class will be able to accurately evaluate the advantages of choosing a nursing career. | County Department of Health. |

| Motivation and Subject Correlation | Student Activity | Predicted Outcome | Resources |
|---|---|---|---|
| Filmstrip on "Neighborhood Pharmacist" | Discussion of Filmstrip. | Children respond positively toward another Health Helper. They will gain knowledge of his job, the educational requirements, salary and its rewards. | Filmstrip. |
| | Write a paper on knowledge gained about the neighborhood Pharmacist. | | Encyclopedia. |
| County Health Nurse Lectures on "The Care of Teeth" | Write play and give role play "A Date with Dentist" | Children will display a value for the Dentist and the need for healthy teeth. | Filmstrip. |
| | | Children will gain knowledge as they find information on Dentistry and write it up for Medical Folder. | Encyclopedia. |

| Motivation and Subject Correlation | Student Activity | Predicted Outcome | Resources |
|---|---|---|---|
| Field Trip to Hospital | Interviews with a Doctor and Nurse.<br><br>Interviews with others that help Doctors and Nurses.<br><br>1. Receptionist<br>2. Hospital Administrator<br>3. Secretaries<br>4. Medical Record Librarian<br>5. Orderly<br>6. Ambulance Driver and Attendant<br>7. Lab Technician<br>8. Lab Assistant<br>9. Anesthesist<br>10. Janitor<br>11. Cook<br>12. Dietician | Children will observe Doctors and Nurses at the job.<br><br>Children will observe other job clusters that are necessary for the medical profession to do their job.<br><br>Children will gain an understanding of people who care about them and write an essay.<br><br>IF I WAS A _____ (Choose a Job Cluster) for their Medical Notebook. | Hospital. |

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| Motivation and Subject Correlation | Student Activity | Predicted Outcome | Resources |
|---|---|---|---|
| Role play from Hospital observation. | Writing a Play.<br><br>Acting a Play.<br><br>"A Patient for a Day" | Children properly imitates the job cluster he observes while on field trip to hospital. | English Text on Writing Drama.<br><br>Costuming and characterizing. |
| Bulletin Board. | Formulating on idea to represent job clusters and opportunities in a community with hospital surroundings. | The students will develop of precision to do printing and displaying creative Art ability. | Border and construction paper stapler. |

## MEDICAL TERMS

HYGIENE - is the Science of Health and the Preservation of Health.

ALLERGY - is an oversensitive condition to a specific substance (such as food, pollen, dust, etc.) which in same amounts are harmless to most people.

AORTA - is the main artery leading from the heart.

PULSE - is the regular, rythmical beating in the arteries caused by the contractions of the heart.

RESPIRATION - is breathing.

ULCER - is an open sore on the skin or some mucous membrane, as the lining of the stomach.

TYPHUS FEVER - is a disease caused by flea bites, lice or other insects or pests. It is characterized by fever, nervous disorders, weakness and red spots on the skin.

## LET'S BUILD A HOUSE

Grade 4 — Construction Occupation

1. The students will gain a knowledge of the various occupations within the construction field during the six (6) week unit as measured by teacher observation.

2. The student responds to motivations set up in the unit by engaging in the activities and make some evaluations during unit of study.

3. The student acquires skill in hands-on-experiences relating to the unit by imitating tasks involved for the particular jobs specified during the unit of study as measured by teacher observation.

| Motivation and Subject Correlation | Student Activity | Predicted Outcome | Resources |
|---|---|---|---|
| Filmstrip - Science. | Discuss jobs involved, items produced, lumber, etc. from trees, after viewing filmstrip. | Students will respond by reading other books on display about wood and make an oral report on one of their choosing to the class. | Film - See List 1, a.<br><br>Books - See List 3, a. |
| Bulletin Board - Art and Spelling. | Make mural for bulletin board. Label each part. Spell correctly. | Children will respond by helping to collect pictures and other items of interest for board. Also, work in groups on mural. | Magazines (old). Pictures from school supply. White paper, crayons or paints. |
| Filmstrip - Social Studies - Art. | My Dad is a ___? Each child will tell father's occupation.<br><br>See filmstrip - after filmstrip, discuss.<br><br>Draw a carpenter. | Children will gain knowledge of several occupations through discussion and more specifically of carpenter on filmstrip. | List 1, b. |
| Build cardboard House in Classroom - Math - Art. | Use of measurements (inches, feet, etc.) on cardboard. Paint and decorate house after construction. | Hands-on-experience. Students will value the knowledge of construction something with precision. Apply knowledge gained pre-previously in area of measurements. | Large pieces of cardboard. Masking tape. Tempers w/ brushes. |

| Motivation and Subject Correlation | Student Activity | Predicted Outcome | Resources |
|---|---|---|---|
| Poem - Language. | Listen to poem. Learn poem. Write a poem using correct English, punctuation, etc. | Use knowledge gained to write own poem and read to the class followed by discussion of each selection. | List 2, a. |
| Story. | (Teacher read.) Listen to story. Discuss jobs mentioned to notice on field trip to house site. | Children will respond by becoming more aware of jobs to notice on field trip. | List 3, b. |
| Field Trip - Language Arts. | Observe first hand, jobs involved in building. In classroom later, write a paper. | Select particular job liked Observe very carefully. Children will respond in classroom after trip, by writing paper on why they chose particular job. | Construction site. House preference (nearing completion). |
| Filmstrip - Art. | View film and discuss. Draw a building of their choosing | Students will analyze, draw and discuss uses of different types of construction observed. | List 1, c. |
| Visiting Carpenter and brick mason (with tools). | Observe tools. Listen carefully. Discuss use of tools. | Students respond by asking questions pertaining to tools use in construction. | |
| Short Skit of Pantomime - Music. | Each child will choose tool he would like to be. Prepare short skit of pantomime, to music. | Students will demonstrate, to the class, ability to play act a particular tool and its use, and to keep time to the music. | List 2, b. |

| Motivation and Subject Correlation | Student Activity | Predicted Outcome | Resources |
|---|---|---|---|
| Prepare cement - Art - Music - Song. | Children will mix cement in groups and pour into molds to music. Will listen and learn song to use while mixing. | Hands-on-experience. Children will manipulate materials in mixing process. | Cement, sand, bucket and water. Make molds by cutting tops off plastic jugs, make dishes about 11/2 inches deep. Song: List 2, c. |
| Visiting plumber - (with tools). Health. | Listen carefully. Observe tools, discuss and view various pipes commonly used in house building. | Children will gain knowledge of plumbing pertaining to sanitary and health reasons for use of plumbing in houses and other public buildings. | Various pipes from Hardware. |
| | Play game simply for enjoyment after visitor has left. | | Game: Water Works. Parker Bros. Toys. |
| Oral Reports. | Each child will give oral report concerning what he has learned about construction in this unit. | Students will make an evaluation of entire unit, summing it up in a well given oral report (3 to 5 min.) to others in class, pertaining to jobs and skills involved in the construction field. | |

## BIBLIOGRAPHY

List 1.

a. Filmstrip, #248 - Forest Resources, Mason County Office.
b. Filmstrip, #136-1 - My Dad is a Carpenter, Mason County Office.
c. Filmstrip, #139-5 - A City is Buildings, Mason County Office.

List 2.

a. Poem, on record CL 24 Say Along Stories, This is the House that Jack Built, Education Center.
b. Classical, or Semi-classical music on records you may choose or have available.
c. Cement Mixer, Putty Putty, Sheet Music available most large music stores.

List 3.

a. Books: (ALL are available at Latta's, Huntington, W. Va.)
   1. Trees. Coe.
   2. Gifts from the Forest. Wall.
   3. Tall Timber, U.S. Forest Service. Colby.
   4. The New World of Wood. Hill.
   5. I Want to be a Carpenter. Green.
   6. What Happens When you Build a House. Shay.
   7. Wonders of the Tree World. Cosgrove.
   8. Houses. Posell.
   9. I Know a House Builder. Schima-Bolian.
   10. Come to Work with Us in a Construction Project. Wilkinson.

b. Let's Go To Watch a Building Go Up. Goodspeed.

## OCCUPATIONS IN T.V. VARIETY SHOW

### FOURTH GRADE LEVEL

### Behavioral Objectives

1. The student will gain a knowledge of the jobs concerning a T.V. Variety Show by listing at least 10 jobs and what they do.
2. The students will value the different jobs in T.V. as measured by the type of job he selects most fitting to his own characteristic.
3. The students will initiate and manipulate equipment and props appropriate to producing a variety show.

| Motivation and Correlation | Student Activity | Predicted Outcome | Resources |
|---|---|---|---|
| Discussion - English Teacher starts the discussion. | Pupils discuss the many occupations they know of that are connected with a T.V. variety show. | The student will be aware of some of the occupation in producing a variety show measured by teachers observation. | |
| Bulletin Board - Art. | Pupils prepare bulletin board on the various occupations they are familiar with in producing a T.V. variety show. | The students will show what occupations they know in producing and putting a T.V. Variety Show by the bulletin board. | The knowledge the students have of the occupations before studying the unit. |
| Book - Reading Teacher guide them in their reading groups. | Pupils read the book in their reading groups. | The students will be able to answer 10 questions out of 15 concerning the book. | "What Happens At A Television Station" by Urther Shay. |
| Spelling. | Pupils learn new vocabulary. | The students will be able to spell and know the definition of at least 15 out of 25 words. | Using the above book. |

| Motivation and Correlation | Student Activity | Predicted Outcome | Resources |
|---|---|---|---|
| Speaker-<br>English - introduction.<br>Reading - listening. | A student introduce the speaker to the class. The pupils will have an opportunity to discuss and ask questions about his experience. | The students will be able to answer at least 10 questions out of 15 about the speaker. | The reading teacher from the County who is in a band. |
| Field Trip -<br>English - manners and behavior.<br>Writing. | Pupils visit a television station. | The students will write a paper on what they saw at the T.V. station. | Huntington - Station 3. |
| Thank you letter -<br>English. | Pupils will learn how to write a letter. | The students will write a letter to thank the T.V. station. | Use their English book. |
| Props -<br>Math - Art. | The pupils will build props. | The students will build props for the T.V. Variety Show. | Tools, paint, cardboard, etc. |
| Show -<br>Music, English, Art, and Math. | Practice their parts in the T.V. Variety Show. | The students will put on a T.V. Variety Show. | The students and close circuit T.V. |

OCCUPATIONS IN THE NEWSPAPER INDUSTRY

Occupation Cluster: Communication and Media

Occupational Area: Industry

Behavioral Objectives

1. The student will analyze the many different jobs in the industry and will comprehend the complexity of these jobs and will be evaluated by contributions to class discussions.
2. The students will organize these complex jobs into a form that he can receive and respond to in a manner that characterizes his interests an abilities, then be evaluated by subjective class observation.
3. The student will be able to initiate the forms of these jobs that he has set for himself and manipulate any tool, that may be in our grasp of any assimilated tool, with the evaluation coming from teacher observation.

| Motivation Techniques & Subject Correlation | Student Activity | Predicted Outcome | Resources |
|---|---|---|---|
| Looking at the reading - the newspaper correlated with Reading and Social Studies. | The students look and brouse through a newspaper and find as many different parts of the newspaper as they can. | The students will be able to see that instead of just one part to a newspaper there are many. This will be evaluated according to the success they have in determining the different parts. This will be done by teacher observation. | A. Local newspaper.<br>B. See List A.<br>C. See List C. |
| Bulletin Board correlated with Art. | Students will work in groups of five and will each decorate a bulletin board with emphasis on a certain part of a newspaper. | The students will be able to determine what material will be found in a certain section. The evaluation will be subjective in regard to the boards' appearance and correctness. | A. Local newspaper.<br>B. See List A.<br>C. See List C. |

| Motivation Techniques & Subject Correlation | Student Activity | Predicted Outcome | Resources |
|---|---|---|---|
| Resource Man from Point Pleasant Register correlate with Reading and English. | The students will listen carefully and ask questions at the end of the talk. After the speaker has left, a list will be found in the newspaper industry. | Each child will be able to name at least on job in the newspaper industry. The children will be evaluated on whether or not they can do this successfully. | A. Resource Man. |
| Field trip to Point Pleasant Register and Gallipolis Tribune correlated with Geography, History, and Social Studies. | The students will attend, listen and ask questions. | The students gain a real insight into the works of a newspaper office and begin to see how some of the jobs they learned really function. Evaluation will come by the teacher observing how much the individuals learn about the jobs they know and the new ones they see. | A. Newspaper offices and personnel. |
| Chart of jobs correlated with Spelling, English, and Art. | The students will make a chart on posterboard showing the jobs they have encountered and what it involves. | The students will be able to place what material they have gathered into a usable chart that will serve as a guideline in studying the newspaper. | A. Facts remembered from past study.<br>B. See List A.<br>C. See List C. |
| Observing the order of a newspaper's contents | The students will again study their old newspapers and discuss the order in which the paper is developed. | The students will be able to recognize the order in which the local paper has its parts. | A. Local newspaper.<br>B. See List C. |

| Motivation Techniques & Subject Correlation | Student Activity | Predicted Outcome | Resources |
|---|---|---|---|
| Building of Props correlated with P.E., Art and Math. | Students will work together in building enough booths to be used as offices of newspaper personnel. | The students will be able to recognize the minimum amount of personnel that could be needed in running a successful newspaper and build sufficient props for them to use. | A. See List A.<br>B. See List C. |
| Discussion of how to run your own newspaper correlated with Health and Social Studies. | Children will elect an editor and assistant and others will choose jobs as reporters, printers, writers, etc. | Children will be able to role play one particular job that they like to, in a manner that will produce a good school newspaper. Observed by the degree of success of outcome. | A. See List B.<br>B. See list C. |
| Division of children into like jobs correlated with Math, Art, Reading, and Spelling. | Children will discuss what each person in their group should do and then commence to carry that plan out. | The students will produce a newspaper that will meet subjective judgments of success of the teacher. | A. See List A.<br>B. See List C. |

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List A.

Filmstrips

"A Look at the Operation of a Newspaper Plant," Eye Gate.
"How to Read A Newspaper," Troll Associates.
"Newspaper - Organizing a Staff," Jam Handy.
"The Neighborhood Newspaper Store," Eye Gate.
"The Wonderful World of Work: Vocational Opportunities, Series."
"Printer" - the film. Eye Gate.
"Working in the Printing Industry," Eye Gate, x335C, 1972.

List B.

Cassettes

Imperial International Learning, "Printer."

List C.

Books

Everett, Leonard. Card Board Crafting. 1969.
Fisher, Everett. The Printers. Watts, 1965.
Given, John. Making a Newspaper. 1967.
Greene, Clara. I Want To Be A News Reporter. Children Press.
Mergendah, T. E. What Does a Photographer Do? Dodd, 1965.
Sootin, Laura. Let's Go To a Newspaper. Putnam, 1956.

OCCUPATIONS IN TRANSPORTATION

PLANES, TRAINS, AUTOMOBILE, BOATS & SHIPS

| Subject Correlation | Student Experience | Predicted Outcome | Resources |
|---|---|---|---|
| Discussion - English Teacher starts the discussion. | Pupils discuss the many occupations they know of that are connected with transportation. | The students will be aware of some of the occupations in transportation measured by teacher's observation. | |
| Field trip - English - manners and behavior. | Pupils visit depots, airports, etc. | The students will become more aware of some of the occupations concerning boats and planes transportation. | Nearest depots, airports, etc. |
| Discussion and break up into 4 groups Trains, Planes, Automobile, Ships and Boats. | Pupils discuss what they saw on the field trip and divide into 4 groups. | The students will be able to discuss what they saw and learn on the field trip. | |
| English - Review. | Review what he has learned about doing written reports. | The student will be able to write a report. | English text we are using. |
| Books - Reading. | Pupils read the books in their spare time. | The students will be using facts he learned from reading in his report. | Books used were from Gallipolis Library. |
| Films - Reading, Listening English - Note Taking. | Pupils take notes on films and read the captions. | The student will become aware about the occupations in ships, boats, trains and planes. | Title III Films: "A Liner in Port" "The Work Ships Do" "The Work Trains Do" "From Engine to Caboose" "Airport Workers" and "Air Passenger Service" |

| Subject Correlation | Student Experience | Predicted Outcome | Resources |
|---|---|---|---|
| Bulletin Board - Art. | Each group will prepare a bulletin board on the transportation unit they are working on. | The groups present to the class their Bulletin Board. | Construction paper, etc. |
| Songs. | Learn at least one song about the transportation unit they are working on. | The groups will present the song in the skit they will do. | Their music books and songs they already know. |
| Skit - English, Art & Music. | Each group will prepare a skit about the transportation unit they are working on. | The groups will present the skit to the class. | There are props, paint, cardboard, wood, etc. and their own imagination. |
| Oral report - Skit and Song, and Written Report. | Each group will present the following to the class:<br>1. Oral report.<br>2. Skit and song. | The group will present the oral report and the skit and song to class. | What each group put together. |

RESOURCES

Books

McMillian fourth grade English text.
Music Text.

Filmstrips & Records

A Liner in Port - Imperial Film Company.

The Work Ships Do - Imperial Film Company.

The Work Trains Do - Imperial Film Company.

From Engines to Caboose - Imperial Film Company.

Airport Workers - Imperial Film Company.

Air Passenger Service - Imperial Film Company.

Other Materials

Cardboard
Paint
Wood
Construction paper

TEACHING UNITS

for

LEVEL FIVE

WHO WORKS IN AN OFFICE?

Grade 5 — Office Occupations

Behavioral Objectives

1. The student will gain a knowledge of various office occupations as measured by his ability to prepare a bulletin board, research paper and role play.
2. The student will respond by valuing office occupations as measured by his first two choices that will satisfy him.
3. The student will properly imitate the role of an office worker as measured by his ability in a stimulating role play by the end of the unit.

| Motivation Techniques Subject Correlation | Student Activity | Predicted Outcome | Resources |
|---|---|---|---|
| Bulletin Board - Caption, "Take Off for Office Jobs" | The student will assist in preparation of the bulletin board by collecting pictures of office jobs of his particular interest. | The student will display a positive value toward office jobs as demonstrated by his willingness to participate in making the bulletin board. | Magazines, construction paper, markers, scissors and paste. |
| Filmstrip - "My Mother Works in an Office" | The student will listen for tips on what the duties are of an office worker. | The student will gain a knowledge of what a person does in an office as measured by his ability to list the activities of the office worker observed in the film. | Film. |

| Motivation Techniques Subject Correlation | Student Activity | Predicted Outcome | Resources |
|---|---|---|---|
| Resource Person - Secretary. | The students will form groups and prepare questions regarding what a secretary does on her job. | The students will display listening and questioning skills and hospitality for a guest as measured by the teacher. | Secretary (W. Va. Emply. Dept.). |
| Field trip to County Court House. | The students will visit different offices in the court house. Example - County clerk's office, courtroom, sheriff's office and jail. | The students will gain a knowledge of the office jobs they have observed. This knowledge will be measured by a list compiled by each student showing the office jobs and duties he can recall from the field trip with 80% accuracy. | |
| (Follow up of Field trip) -- Research Groups Correlated with Language Arts. | The students will work in groups gathering and collecting materials on the office job of their choice. | The students will prepare a well organized and informative paper on their particular job and report their findings to the class. This will be measured by standards set by the teacher. | World Book Encyclopedia.<br><br>Colliers Encyclopedia. |
| Buzz Session. | The students will discuss various office occupations that were reported on. | The students will be able to describe in their own words the duties of each of the office jobs discussed. | |

| Motivation Techniques Subject Correlation | Student Activity | Predicted Outcome | Resources |
|---|---|---|---|
| Filmstrip and Record -- "Basic Office Machines" | The students will observe the film carefully to learn the different kinds of office machines | The students will organize a chart of the function and works of three different office machines as measured by the teacher's observation. | Film and Record.<br><br>Poster Board. |
| Operation of Typewriter. | The student will be allowed to operate the the typewriter for twenty minutes each day. | The student will reach a level of precision necessary to type his name and address with 85% accuracy. | Typewriter, typing paper, typing manual, and Typing, South-Western Publishing Company. |
| Business Writing Correlated with Language Arts. | The student will compare the different types of business writing. Examples - Form letters, Request letters, and Thank you letters. | The student will produce three different types of business writings with 85% accuracy. | General Office Practice, 2nd Ed. McGraw-Gill Publishing Company. |
| The teacher will conduct a poorly prepared telephone conversation. | The students will discuss how to conduct a telephone conversation correctly. | A group of students will prepare a model conversation as judged by the observation of the teacher. | Secretarial Office Practice, 7th Ed. Southwestern Publishing Company. |

| Motivation Techniques Subject Correlation | Student Activity | Predicted Outcome | Resources |
|---|---|---|---|
| Resource Person - Cashier. | The students will ask interesting and informative questions about the cashier's job. | The student will be able to summarize what a cashier's duties are as measured by observation of the teacher. | Bank Cashier. |
| Class Discussion. | The students will review proper form of business writing. | The students will respond to the cooperation and helpfulness shown them on the field trip and by the resource people by expressing their appreciation through a thank you note. | Stationery and Writing Pens. |
| Role Play. | The students will work in groups and produce a role play for the particular office occupation they have chosen to satisfy them. | The students will perform an entertaining role play that will reinforce their knowledge of office occupations. | Desk, chair and typewriter. |

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### BOOKS


1. Agnew, Machan, and Oliverie.
   Secretarial Office Practice.
   South-Western Publishing Co., 1966.

2. Archer, Brecker, and Frakers.
   General Office Practice.
   McGraw-Gill Publishing Co., 1968.

3. Colliers Encyclopedia.

4. Lessenberry, Wanous, Duncan.
   Typewriting.
   South-Western Publishing Co., 1965.

5. World Book Encyclopedia.


### FILMS


1. "Basic Office Machines"
   Eyegate House Catalogue, 1973.

2. "My Mother Works In An Office"
   County Board of Education.

LEVEL FIVE - UNIT - RECREATION

1. The students will gain a knowledge of the many types of recreational occupations during the unit of study as measured by teacher observation.

2. Students will respond to recreation as one means of education during the unit of study through experiencial activities as measured by teacher observation.

3. Students will be able to articulate to the group much information gained through reports, group discussions, speakers, etc. as measured by teacher observation.

| Motivation | Student Activity | Predicted Outcome | Resource |
|---|---|---|---|
| Filmstrip - "All About Parks" | Students will discuss the various recreational facilities in the U.S. | Students will gain a knowledge of the recreational opportunities and related occupations in the U.S. | Filmstrip. |
| Song - "This Land Is Your Land" | Students sing the song. | Students will articulate the song and learn to respect the beauty of our land. | Music Book. |
| Poem - "Historical Associations" Teacher reads poem and instructs students to make a mural. | Students evaluate the poem and make a mural depicting the many different kinds of places to visit. | Pupils will value historical places and their effects on society as measured by teacher. | Book - A Child's Garden of Verses. |

| Motivation | Student Activity | Predicted Outcome | Resources |
|---|---|---|---|
| Have each child send to a different state for brochures of recreational facilities in that state. | Pupils will discuss with the aid of brochures the interesting areas from each state. | Pupils will gain a knowledge and express their interests in certain areas and fields of recreation by studying the location, distance, terrain, and numerous facilities available. | Brochures received from various states. |
| Display of brochures. | Students will prepare a bulletin board with the brochures labeling interesting areas and measuring the distance from their home. | Students will gain a knowledge of the many interesting and educational areas nearby. | Brochure. |
| Speaker - Local Resource person. | Students watched slides of the travels to Foreign land or other states. | Students responded to the slides by asking questions. They also gained a knowledge of how to get the best results if a trip was planned. | Personal Filmstrips.<br><br>Resource Person. |
| List jobs available and average salaries. | Let students locate the areas of different jobs and figure salaries. | Students will gain knowledge of different jobs, difference in salary scales, and education needed. | Brochure. |

| Motivation | Student Activity | Predicted Outcome | Resources |
|---|---|---|---|
| Filmstrip - "Parks" | Students will discuss the value of having parks for our use. | Students will gain a knowledge of the helpfulness of parks as measured by teacher observation. | Filmstrip. |
| Speaker - Parks Resource Person. | Students will discuss duties of a caretaker. | Students will receive, respect, and appreciate the persons who work to keep our recreational facilities appropriate. | Resource person. |
| Discuss - Local Historical Event. | Students could display articles that dated back to the historical event. | Students will respond to the history of the battle fought and the effect it had on our society by teacher observation. Also, the students should gain a knowledge of how times have changed. | |
| Field Trip. | Students could visit the park and see the historical replicas and take advantage of the park facilities. | Students will receive a better knowledge of the importance of the battle fought in their area, and at the same time, gain a knowledge of the jobs available in this particular area of work. | |
| Role Play. | Students will write and act out their own script concerning the historical event. | Students will gain a knowledge of why this battle was important and the effect it had on our society. Also, the students will learn how times have changed. This could be measured by teacher observation. | Children participate. |

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Mason County Schools. Games Are Brewing.

Mason County Schools. Vocational Education Teacher's Instructional Manual 4-6. Pt. Pleasant, W. Va.

Stevenson, Robert L. A Child's Garden of Verses.

The Quarrie Company. Childcraft, Vol. 8.

FILMSTRIPS

Eyegate, "Parks."

Eyegate, "All About Parks."

Materials Center.

POEMS

"Historical Associations,""A Child's Garden of Verses."

TITLE OF UNIT: FARMING AS AN OCCUPATION

Grade Level - 5th

Occupational Area - Agriculture and Natural Resources

Behavioral Objectives

1. The student will gain a knowledge of the different kind of farms.
2. The students will construct a model farm.
3. Students will respond to the different occupations in agriculture as responding to the ones he might like to study more about.

| Motivation Techniques | Student Experience | Predicted Outcome | Resources |
|---|---|---|---|
| Class discussion. | Discuss different types of farms and farming and occupations related to agriculture. | Awareness of different occupations relating to agriculture by being able to name at least ten of the ones that we have studied. | |
| Practice Interview. | Pupils plan an interview of a person whose occupation is related to agriculture. | Pupils gain experience in the correct procedure in interviewing. | |

| Motivation Techniques | Student Experience | Predicted Outcome | Resources |
|---|---|---|---|
| Bulletin Board -"How Machines Help the Farmer" also read, "Agriculture's Fantastic New Machines." | Students discuss how each machine is used to help the farmer do his work. | Students will be able to recognize the various farm machinery to be measured by identifying pictures and models of farm machinery. | List 5.<br>List 2. |
| Read the story - "Golden Harvest." | Students discuss the story and compare it with wheat farming of today. | Students will be able to see the changes that have taken place in farming as observed by the teacher. Correlate with Language Arts. | Trails to Treasure, by Ginn and Co. |
| Resource people:<br>1. Soil Conservationist.<br>2. County Agent. | Discuss questions to ask about his work and how he helps the farmer. | After listening to the resource people students will be able to explain how their work is related to science. | |
| Research. | Children find pictures and articles about different types of farms to share with other members of class. | Students learn to find information and to communicate it to others. | Farm Magazine. |
| Filmstrips. | Discussion of filmstrips. | A better understanding of the different work and careers involved in agriculture. | List 3. |

| Motivation Techniques | Student Experience | Predicted Outcome | Resources |
|---|---|---|---|
| Free Reading Period. | Pupils choose any book from reading table that is of interest to him or her. | Correlate with Language Arts and students will gain more information on farming as observed by the teacher. | List 1. |
| Role Play. | Pupils act out different job roles that they have observed from films and learned about during this unit. | Pupils express what they think is important about the different jobs involved in agriculture. | |
| Teach songs - "Dogie Song" and "That's How We Live on the Farm." | Children learn and sing songs about farm life. | To correlate our music lesson with our unit on farming. | Making Music Your Own. 5th Grade, Grade Teacher, September, 1971. |
| Make plans for field trip. | Students will make plans to visit a modern well-equipped farm. Students will decide on questions to be asked. | To learn what operations take place on a modern farm as measured by teacher observation. | |
| Field trip follow up. | Pupils write letter to a friend telling what they enjoyed most about their farm visit. | Pupils will express what they learned from the field trip and it will correlate with Language Arts. | |

| Motivation Techniques | Student Experience | Predicted Outcome | Resources |
|---|---|---|---|
| Mural. | Pupils in each committee should contribute to mural. | Pupils will gain a better awareness of the farmer's activities through their art correlation. | |
| Class Activity. | Plan a model farm. Each committee have a part to plan. | Students will gain an understanding of what is involved through specific steps in planning a model farm. | |
| Class Activity. | Children build the model farm as planned. | Pupils will construct with some precision the model that they planned. | |
| Review and conclusion. | Pupils review all information that has been discussed while working on the unit. | Pupils should express what has been most interesting to them. | |

RESOURCES - LIST I

Bialk, Elisa. Tizz on a Horse Farm.
Children's Press, Inc., 1964.

Darling, Louis. Chickens and How to Raise Them.
William Morrow and Co., 1955.

De Lage, Ida. The Farmer and the Witch.
Garrard Publishing Co., 1966.

Greene, Carla. I Want to be a Farmer.
Children's Press, 1959.

Harwood, Pearl Augusta. Mr. Bumba Plants a Garden.
Lerner Publication Co., 1964.

Palazzo, Tony. A Pig for Tom.
Garrard Publishing Company, 1963.

Stuart, Jesse. Red Mule.
McGraw Hill, 1955.

Tresselt, Alvin. Wake Up Farm.
Lothrop, Lee and Shepard Co., 1955.

Wilder, Laura Ingals. Farmer Boy.
Harper and Row, 1953.

List 2 - Magazines

Reader's Digest - Book V, Part I
"Agriculture Fantastic New Machines" - James Nathan Miller.

"First Farmer of the Land" - Donald Culross Peattie.

List 3 - Filmstrips

| | | |
|---|---|---|
| A - 270 - 13 | The Corn Belt | (Rand McNally) |
| A - 270 - 14 | The Wheat Belt | (Rand McNally) |
| A - 270 - 15 | The Dairy & Forest Region | (Rand McNally) |
| 89 | Bob Osborn, Farm Boy | (Curriculum Filmstrip) |
| 90 | Vegetables for the City | (Curriculum Filmstrip) |
| 91 | Grass and Hay | (Curriculum Filmstrip) |
| 435 | Our Dependence on Wheat and Corn Workers | (Curriculum Filmstrip) |
| 436 | Our Dependence on Meat Raisers | (Curriculum Filmstrip) |
| 437 | Our Dependence on Truck Farmers | (Curriculum Filmstrip) |

List 4 - Records - Farmyard Fun.

List 5 - Models of Farm Machinery.

## A CAREER IN BUYING AND SELLING

5th Grade Level — Marketing and Distribution

### Behavioral Objectives

Cognitive: 1. The students will gain a knowledge of marketing and distributing occupations after discussing, role play, and the use of resources herein as measured by a test with a 65% accuracy.

Affective: 2. The students will value the jobs in the marketing cluster through discussion as evaluated by the teacher.

Psychomotor: 3. The students will develop a manipulative skill of store worker through role play as measured by teacher observation.

| Motivation Techniques & Subject Correlation | Student Activity | Predicted Outcome | Resources |
|---|---|---|---|
| Discussion. | Students will discuss the various types of marketing that they are familiar with. | Students will respond by making a list of all marketing occupations presented in the discussion. | |
| Field trip to Department or General Store - Social Studies. | Students will observe and make a list of all jobs viewed while on the tour of store. | Students will select a job from his list which interests him most, to be later in a role play. | The store and guide. List 3. |
| Discussion of field trip - Language Arts, Oral Expression. | Students will bring into oral discussion all jobs observed and the duties of each worker performing that job. | Students will value each job according to the tasks each worker must perform and their qualifications. | Students job list. Teacher or student as discussion leader. |
| Bulletin Board depicting each worker at his job - Art. | Students will use pictures from magazines or construct from paper and materials workers and setting for each job. | Students will respond to the activity by including as many workers doing all aspects of his job. | Magazines, construction paper, paints, scissors, etc. |

| Motivation Techniques & Subject Correlation | Student Activity | Predicted Outcome | Resources |
|---|---|---|---|
| Filmstrips & Record. | Students will observe the jobs being done in a large city department store and compare it to local stores. | Students will respond by pointing out the similarities and differences of the department store and local store. | Department Store workers (Filmstrip) S.V.E. Record. List 2. |
| Present add and substract of money problems. | Students will work problems in text. | After several classes students will gain knowledge of addition and subtraction of money problems by working 9 out of 10 correctly. | Math Text, Elementary School Mathematics Addison, Wesley. List 1. |
| Present multiplication and division of money problems. | Students will work problems in text. | After several classes students will gain a knowledge of multiplication and division by working 8 out of 10 problems correctly. | Math Text, Elementary School Mathematics Addison, Wesley. List 1. |
| Discussion of everyday purchases. | Students will make and count out change. | Students will apply their knowledge of money problems by counting out correct change to the teacher. | Teacher and student constructed hypothetical problems. |

| Motivation Techniques & Subject Correlation | Student Activity | Predicted Outcome | Resources |
|---|---|---|---|
| Present list of marketing vocabulary. Spelling - Language Arts. | Students will define and spell all terms. | Students will comprehend the marketing terms by using each term correctly in a sentence. | Teacher constructed list, wholesale, retail, discount, sales, tax, credit, stock, inventory, etc. |
| Role Play - Language Arts. | Students will paly the role of a worker of his choice as viewed on store field trip. | Students will imitate the job of a particular worker as closely as possible, as studied in class. | |
| Discussion. | Students discuss different types of marketing businesses and occupation other than those previously discussed. | Students will become aware of the wide variety of marketing jobs. | |
| Filmstrip. | Students will observe a form of marketing uncommon to the area. | The students will respond by making a list of all the steps taken before the fish is sold in a store as presented in the filmstrip. | Neighborhood Fish Store. List 2. |

| Motivation Techniques & Subject Correlation | Student Activity | Predicted Outcome | Resources |
|---|---|---|---|
| Discussion. | Students will discuss the different skills needed in the selling of fish. | Students will value the diversity of skills required by the different jobs by ranking the job and skill. | |
| Filmstrip. | The students will observe the skills and different jobs in selling. | After viewing the filmstrip the students will be able to list at least 10 qualifications needed by a salesman. | Would You Like To Sell? List 2. |

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List 1

Robert E. Eicholz and Phares G. O'Daffer. Elementary School Mathematics. Addison Wesley Publishing Company, 1971.

List 2

Department Store Workers. F210-5 S.V.E.

Neighborhood Fish Store. 107-1 Eye Gate House.

Would You Like to Sell? 213-B Eye Gate House.

## MUSICAL CAREER UNIT

Grade Level 3-5

### Behavioral Objectives

1. Affective: Help students become aware and to place value on music as a career, as measured by pupil response to class stimuli.

2. Cognitive: To show students how musical careers are involved in their everyday lives.

3. Psycho-Motor: Allow students to work with various rhythm instruments as well as simple scale instruments in a hands on situation.

| Motivation Techniques & Subject Correlation | Student Activity | Predicted Outcome | Resources |
|---|---|---|---|
| Introductory class session. Both induction and class participation will be used to arouse awareness of music as an occupation as well as its close relationship to our daily routine, at work, play, home, etc. | Class participation. | To assemble a list and careers that might be included in the music cluster. | Records, magazines, professional, background, and experience of students. |
| Subject Correlation - To be started at some convenient point during a reading period involving music as a reading aid. | Encourage response to probing questions. Supply material for continued class discussion. | An interest in the varieties of music types for aesthetic consideration as well as potential career. | Fifth grade music book. Records of various types of music. Radio station. Country, pop, and Classical music. |
| Set of various groups by their music interest, with each group investigating one particular facet of a single music type. | Team learning and research with each team expanding a music form and explaining it to their classmates. | Most of the class should receive some motivation by working an area that particulary interest as shown by their active participation in one music area. | The groups themselves. |

| vation Techniques<br>ubject Correlation | Student Activity | Predicted Outcome | Resources |
|---|---|---|---|
| rip to local radio<br>. | To observe how the station operated as well its dependency on the music profession. | To expand list of satellite occupations that are directly related to actual musical careers, as measured by expansion of list types. | Local radio station. |
| guest musician demon-<br>both types of music<br>ious music instru- | Observe and note various music forms and occupations as well as different effects and sounds achieved by the different instruments. | Broaden outlook and expand the cluster listings. | Local band director. |
| articipation activity.<br>lop more complete list<br>c careers and supporting<br>ions. | Pupils refine listings of job clusters. | Students should know and have understanding of various careers in cluster as measured by student made cluster charts with job arrangements. | |
| ative activity -<br>s will select various<br>orms and play along<br>em with rhythm sticks,<br>, guitars, etc. | Students will present to the class their respective attemps to portray particular music types. | Students will become aware of similarities between kinds of and skills needed as measured by demonstrations of each type. | Records, students themselves, radios, and music text. |

| ation Techniques<br>bject Correlation | Student Activity | Predicted Outcome | Resources |
|---|---|---|---|
| ing as a satellite<br>field trip to<br>ing agency. | Observe importance of music in writing jingles and its ability to sell the product. | Students will again expand their list of relative career occupations as measured by list size and quality. | Nearest Advertising Agency. |
| and help students<br>h a musical career | Discuss and review various types and works of music both professional and local. | Activity will pro-interest continuing music cluster as measured by membership and club participation. | Local music efforts and writing various publishing companys. |
| will help set up<br>information day. | Students will research various jobs taken from their assembled list in terms of opportunity, educational requirement salary, and security. | To help the students develop and awareness of the facts relevant to careers in music, as measured by sincere interest shown by some students who participate and follow up on their own. | National Federation of Musicians.<br><br>National Music Publications, etc. |
| tivity - Class<br>be done in front<br>l using job clusters. | Write. perform and produce program incorporating all facets of music cluster. | Students will be able to put on as well as have some understanding of problems and situations involved in producing musical variety show as measured by student involvement and success. | Local group "Music Dept." students own music attempts. |

| tivation Techniques Subject Correlation | Students Activity | Predicted Outcome | Resources |
|---|---|---|---|
| group will help students heir musical endeavor to . | Students will see their creations performed by real musicians. | Motivation to follow up and develop further musical talents as measured by a display of student initiative. | Local group "Music Dept." Students own music attempts. |
| novie "Music In Appalachia," tory of folk music in W. Va., cky, Tennessee, and the inas. | Students will make tub base, bring various jugs and will form a jug band. Movie will be discussed along with performing some of the folk tunes. | Students will gain understanding of basic music forms that are exhibited best in folk music, as measured by an informal written and oral test. | "Music in Appalachia." |
| s on activity. Ukelele ns to be given to class I, IV, V, simple chord ture. Lessons will be by this instructor. | Group singing of folk songs using ukelele's. Songs will be simple folk songs as well as negro spirituals. (Both music types use simple music structure.) | Gain knowledge of simple I, IV, V, cord structure as measured by students proficiency at play--the ukelele. | 5th grade music books.<br><br>17 ukelel's to check out of Material Center. |

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BOOKS:

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Fortune, Joe. Folk 'N' Rock 'N' Country. M. Witmark & Sons.

Lomax, John A. Frontier Ballads. MacMillian Co.

Lucas, Jason. Simple Songs for the Baritorn Ukelele.

Pitts, Lilla Belle. Singing Together. Ginn & Co.

Roberts, George. Chords for the Ukelele. W. J. Smith Music Co.

Scarboroughs, Dorothy. On the Trail of Negro Folk Songs. Harvard University Press.

Youngberg, Harold. Making Music Your Own. Silver, Burdette Company.

MOVIES:

"Music Experiences." Material Center, Cty. Bd. of Education.

"Music In Appalachia." Material Center, Cty. Bd. of Education.

FILMSTRIPS:

Eyegate. "Let's Learn About Music."

Eyegate. "Instruments of The Orchestra."

## HOME DECORATION UNIT

Intermediate Special Education

Skills Pertinent to Construction and Home Decoration

### Behavioral Objectives

Cognitive: The children will gain knowledge of the components which blend to create a pleasing home environment, as measured by pre-and-post picture tests.

Affective: The children will become aware of the importance of a pleasing home environment, as measured by teacher observation.

Psychomotor: The children will manipulate the tools and imitate the skills necessary to simple carpentry, painting, and furniture finishing, as measured by teacher observation of ability and the finished product.

| Method of Operation | Student Experience | Predicted Outcomes | Resources |
|---|---|---|---|
| Discussion of entire projected unit. | Children participate in discussion, ask questions, think problem through. | Children will establish good attitudes, as measured by teacher observation. | |
| Introduction of tools. A-Resource person. | Children will hear of work area and ask questions. | Children will become aware of work opportunities as carpenter's helper, become familiar with tools, and learn terms, as measured by oral examination. | Carpenter.<br>Lee List 1. |
| B-Correlation - Art. | Children draw, color, cut out pictures of tools. | Children will increase Language Arts skills, as measured by student ability to demonstrate knowledge to teacher. | |

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| Method of Operation | Student Experience | Predicted Outcomes | Resources |
|---|---|---|---|
| C-Correlation - Language Arts. | Children learn to read and spell words for tools. | Children will increase Language Arts skills, as measured by oral and written examination. | |
| D-Correlation - Science. | Children make bulletin board of pictures of tools with names, entitled, "Simple Machines." | Children will increase Science skills, as measured by ability to demonstrate knowledge to teacher. | |
| E-Song - Correlation - Music. | Children learn and sing activity song, "Hammer." | Children will increase musical knowledge and aid coordination, as measured by teacher observation. | |
| Introduction of materials for construction of folding screen. | Children will experience materials used in construction by sensory and kinesthetic means. | Children will recognize materials which are used in building areas, as measured by teacher observation. | See List 2. |
| A - Discussion. | Children will engage in question and answer period as to usage and assembly of material. | Children will gain cognitive skills, as measured by teacher observation. | |
| B - Correlation - Mathematics. | Children will learn measurements. | Children will gain mathematics skills, as measured by demonstrated ability. | |

| Method of Operation | Student Experience | Predicted Outcomes | Resources |
|---|---|---|---|
| C - Correlation - Language Arts. | Children will learn to read and spell words for materials. | Children will gain Language Arts skills, as measured by oral and written examination by teacher. | |
| Positioning of screen. | Children will experience division of space for practical use. | Children will learn to use available space to best advantage, as measured by teacher evaluation of expressed ideas. | |
| A - Correlation - Mathematics. | Children will measure and note space to be used for living room center. | Children will learn the mathematics skill of measurement, as measured by teacher observation of demonstration of skills. | |
| B-- Correlation - Art. | Children will discuss decorating colors, balance, and proportion. | Children will gain knowledge of the importance of harmonious colors, balance, and proportion in room arrangement, as measured by teacher observation. | |
| Choosing color scheme. A - Discussion. | Children will experience learning about color by discussion. | Children will learn primary and secondary colors, and principles of their use, as measured by teacher observation. | Lee List 5. |
| B - Correlation - Art. | Children will engage in mixing paint in primary colors to obtain secondary colors. | Children will gain knowledge of the properties of color, as measured by teacher observation. | |

LISTS

List 1

Hammer
Saw
Screwdriver
Square
Plane
Spirit level
Drill
Tape measure
Rulers

List 2

Pegboard
Plywood
Firring strips
Nails
Screws
Hinges

List 3

Large rocking chair
Small rocking chair
Cube furniture
  1 with drawers
  2 openface
Coffee table

List 4

Sandpaper
Cheesecloth
Shellac
Priming paint
Enamel
Paint brushes

List 5

The Color Kittens
Tempera paint
Crayons
Construction paper
Art paper
Glue

List 6

Paper cartons
Contact paper
Poster board
Construction paper

TEACHING UNITS

for

LEVEL SIX

WONDERFUL WORLD OF MONEY

BANKING

Sixth Grade Level

Career Education Unit

Behavioral Objectives

1. The students will analyze the structure of our monetary system as measured by teacher observation.

2. The students will value our monetary system as judged by teacher evaluation.

3. Students will carry out simulated banking activities to be measured by the success of the activity and student and teacher evaluation.

| Method of Operation | Student Activities | Predicted Outcome | Resources |
|---|---|---|---|
| Class Discussion. | Students respond to questions:<br>1. How many of you have some money on your person?<br>2. How many have ever spent some form of money?<br>3. How have you earned money?<br>4. How many receive an allowance?<br>5. How many would like to know more about monetary system? | Record responses on board. Interest in the unit will be stimulated as measured by teacher observation. | |

| Method of Operation | Student Activities | Predicted Outcome | Resources |
|---|---|---|---|
| Film and class discussion. | Students will discuss why we use money before viewing film and will compare their ideas with those presented on film. | Students will recognize the convenience of money as measured by teacher observation. | "Why We Use Money or "Fisherman and His Knife." |
| Pass each student a one dollar bill along with the resource pamphlet. | Students will read the pamphlets to find what the serial number, seal etc. on money represent. | Student will become aware of the "surface features" of money. | Pamphlet - "Fundamental Facts about United States Money." |
| Divide students into groups. Each group will have penny, nickle, dime and quarter. | Students will look at the coins and list the features of each; then pupils will read about coins and minting. | Group leaders will discuss observations and findings of the group measured by information given in the discussion. | Same as above and Encyclopedia. |
| Invite a coin collector, numismatist, or have students to bring coin collections. | Students will listen to information presented and become interested in different types of money used by United States | Some students will start a hobby that will provide an enjoyable use of leisure time as measured by student interest in numismatics. | |
| Film - Correlate English. | As students view film they will list major topics. After a discussion of film students will write summaries. | Students will gain skill in writing summaries and recognize major functions money performes as measured by discussion and student summaries. | "What is Money." |

| Method of Operation | Student Activities | Predicted Outcome | Resources |
|---|---|---|---|
| Role Play - Correlate Social Studies. | Students will divide into groups to show examples of functions of money:<br>1. Medium of exchange for goods.<br>2. Medium of exchange for services.<br>3. Storehouse of value.<br>4. Standard of value.<br>5. Standard of payment. | Student will respond to functions of money as measured by role play. | Same as above. |
| Film and Filmstrip. | Students will view the media and discuss the services offered by a bank and jobs relating to these. | Students will be able to list most of the service and jobs performed in a bank following the discussion of media. | Filmstrip: "My Mother Works in a Bank."<br><br>Film: "Fred Meets a Bank." |
| Field Trip. | List questions for field trip. Plan for trip. | The students will discuss conduct on trip; the depts-ments, areas, and jobs observed. Students will select a job that would satisfy him. The activity will be measured by written summaries and job selection. | Bank depts. and areas students should observe are:<br>Loan<br>Business<br>Checking<br>Savings<br>Vault<br>Safety deposit boxes<br>Secretarial<br>Bookkeepers<br>Cashiers<br>Tellers<br>Business equipment<br>Business Forms<br>Guards<br>Safety devices |

| od of Operation | Student Experience | Predicted Outcomes | Resources |
|---|---|---|---|
| orrelation - rt. | Children will choose color schemes most pleasing to individual. | Children will gain in affective domain by reacting to color, as measured by teacher observation. | |
| orrelation. | Children will paint pictures in chosen color scheme. | Children will experience use of color and art materials, as measured by finished work. | |
| orrelation - rt. | Children will match pictures in colors harmonious with their paintings. | Children will experience finishing of art work, as measured by finished product. | |
| ecision making. | Children will decide on best color scheme by democratic voting process. | Children will learn democratic process of voting and choosing a group leader, as measured by teacher observation. | |
| posting. | Children will post best color scheme plan. | Children will learn value of plan for frequent reference, as measured by teacher observation of children's use of posted plan. | |
| ng furniture: xplanation and emonstration. | Children will engage in the activities of sanding, shellacing, and painting furniture. | Children will learn how to finish a piece of furniture, as measured by ability to demonstrate skill to teacher, and finished product. | See List 3. See List 4. |

| of Operation | Student Experience | Predicted Outcomes | Resources |
|---|---|---|---|
| relation - guage Arts. | Children will learn to read and spell names of materials and furniture pieces; also, to read instructions on labels of materials. They will also write an account of the process. | Children will gain knowledge in reading and spelling. Writing skills will also be gained, as measured by simple written and oral examination. | See List 3.<br>See List 4. |
| p. | Children go on a tour of a refinishing establishment. | Children made cognizant of work area of furniture finishing, and the processes involved, as measured by teacher-pupil discussion. | Upholstery establishment or furniture or wood products factory. |
| of trip. | Children will engage in discussion of field trip. | Children will consolidate and evaluate knowledge of furniture finishing as measured by oral examination. | |
| person. | Children will hear painter discuss his trade, and have opportunity to ask questions. | Children will learn of work areas in painting, and gain knowledge of the field, as measured by answers to oral examination. | Painter. |
| ving. | Dramatization of roles of host in the home. | Children will gain in social skills, as measured by teacher observation. | |
| oll house. | Children will construct doll house with paper cartons. | Children will experience space division, as measured by teacher observation. | See List 6. |

| thod of Operation | Student Experience | Predicted Outcomes | Resources |
|---|---|---|---|
| Correlation - Mathematics. | Children will measure cartons and cut to fit. | Children will learn the mathematics skill of measuring, as measured by ability to perform task. | |
| Correlation - Mathematics. | Children will join cartons to form house. | Children will employ geometric forms to create usable space, as measured by teacher observation. | |
| Correlation - Mathematics - Art. | Children will measure and cut contact paper, and apply to walls in doll house. | Children will use simple materials to beautify surfaces, as measured by ability to perform task. | |
| Correlation - Art. | Children will weave rugs for doll house of construction paper. | Children will use simple material to create harmonious, practical item, as measured by ability to perform task. | |
| House. | Children serve as hosts to primary children in the constructed room. | Children will learn how to serve as hosts in the home, as measured by teacher observation. | Primary classes. |
| Correlation - Language Arts. | Children will write invitations to primary classes. | Children will gain in writing skills, as measured by teacher observation. | |



4

| thod of Operation | Student Activities | Predicted Outcome | Resources |
|---|---|---|---|
| hecking and/or s account. | While at the bank the class will open an account for class funds (I plan to use profit from newspaper unit for deposit). | Students will use and appreciate the services of a bank. | |
| te banking ties.<br><br>ate with | Divide class into groups which alternate until each group has participated in the activities.<br>1. Write checks, keep accurate records, fill out deposit tickets.<br>2. Borrow money and make payments, figure interest.<br>3. Open, add to and withdraw money from a savings account; figure interest.<br>4. Work as bank teller.<br>5. Work as bookkeeper.<br>6. Work in loan department.<br>7. Work in savings department. | Students will demonstrate knowledge and skill in the areas of bank jobs and bank services as measured by the success of the simulation. | Play money.<br><br>Pamphlet - "The Story of Checks."<br><br>Actual or replicas of checks, check register, savings books, deposit tickets, and payment books.<br><br>Math text. |
| t research and s. | Students will select a topic for research and oral reporting. Some suggested topics: National Bank, State Bank, Federal Reserve System, Savings Banks, Trust Companies, history of money, kinds of money, importance of banks. | Students will prepare and report their findings as measured by teacher observation. | Pamphlets.<br><br>Encyclopedia. |

| thod of Operation | Student Activities | Predicted Outcomes | Resources |
|---|---|---|---|
| rce Person (banker). | Plan for visit of person. Prepare questions. Exhibit listening skills and hospitality during the visit. | Students will list occupations that resource person spoke of and evaluate information presented as to what additional information they gained. | |
| s & Diagrams.<br>late Social Studies. | Individuals or groups prepare charts of Federal Reserve Districts Flow of currency. How money is minted. Kinds of money. | Students will present their charts to the class and discuss their purpose. | Pamphlets, Encyclopedia, Poster board, and Markers. |
| ng & Design.<br>late Art. | Students will design a new currency and new coin. | The student will demonstrate his design to the class. This activity will be measured by the class selecting 5 of the best designs for coin and currency. | |
| Play. | Students will select and role play different bank related occupations with other students guessing "Who Am I." | Students will recognize bank jobs as measured by ability to act out and and guess "Who Am I." | |
| tin Board. | Students will make a bulletin board to illustrate the phases of banking and related jobs. | The bulletin board will reflect the students understanding of bank jobs and services. | |

RESOURCE LIST

Pamphlets:

The Story of Checks.
Federal Reserve Bank of New York, New York. (free)

Your Money Supply.
Federal Reserve Bank of St. Louis, St. Louis, Missouri. (free)

Money, Master of Servant.
Federal Reserve Bank of Atlanta, Georgia. (free)

Fundamental Facts About U. S. Money.
Federal Reserve Bank of Atlanta, Georgia. (free)

Filmstrips:

My Mother Works in a Bank.

The Story of Money.

Eyegate Series -

96G The Banker.
U17001 The Nature of Money.
U17002 Services of a Bank.
U17003 The Checking Account.
U17004 Travel of a Check.
U17005 Bank Balance.
U17006 Federal Reserve System.

Books:

Neal, Harry E. Money Masters. Messner, 1961

Rees, Elinor. At The Bank. Melmont, 1959.

Rosenfield, Bernard. Let's Go to the U.S. Mint. Putnam, 1960.

Sarnoff, Paul. Wall Street Career. Messner, 1968.

Sootin, Laura. Let's Go To A Bank. Putnam, 1957.

Williams, Barbara. I Know A Bank Teller. Putnam, 1968.

Films:

Fred Meets A Bank.

Why We Use Money - or The Fisherman and a Knife.

What is Money.

SRA Occupational Briefs:

46 bank officers.
11 bank workers.
16 bookkeeping machine operators.
12 cashiers.
91 credit collectors.
322 data processing machine operators.
328 file clerks.
297 guards, watchmen, and alarm system workers.
276 key punch operators.
15 messengers and office boys.
154 office machine servicemen.
165 securities salesmen.
252 typists.

*Indicates material available from Materials Center or Career Education Coordinator.

MANUFACTURING OCCUPATIONS

Sixth Grade Level

Title of Unit: Assembly Work

Behavioral Objectives

1. The student will acquire the knowledge of unskilled manufacturing occupations in course of unit as measured by teacher.
2. Student will respond to unskilled jobs in course of unit as measured by teacher.
3. Learners will manipulate hand tools during course of study as measured by activity prescribed testing with 50% accuracy.

| Motivation Techniques & Subject Correlation | Student Activity | Predicted Outcome | Resources |
|---|---|---|---|
| 1. Teacher emphasizes the various reasons people work. | Students will list reasons why they wish to work, what kinds of jobs they are interested in. | Students will have knowledge of the world of work and reasons for working, and knowledge of variety of jobs. | Galus, Henry S. Charting your Course. A Vocational Guidance Book for Boys. |
| 2. Teacher prepares and discusses a list of terms for enrichment of word study. | The students will make a bulletin board by using terms, pictures, or individual drawings of job association. | The students will comprehend the necessary terms as measured by teacher of at least 50% of testing and reviewed by teacher. | Word study drawn up by students guided by teacher. |

| Motivation Techniques & Subject Correlation | Student Activity | Predicted Outcome | Resources |
|---|---|---|---|
| 3. The teacher will prepare a bulletin board using a large wheel. Teacher will remind students to especially be thinking of their job opportunity in the world of work. | The students will respond by labeling the hub "Our Jobs." Label the spokes "School Jobs." Label the rim, "Out of School Jobs." Label the tire, "Future Jobs." | The student will have knowledge of the wide variety of job occupations as measured by teacher of at least 50% of testing as graded by teacher. | The Jobs You Get. |
| 4. Teacher will assign an exercise in proper way to answer a Want-Ad. | The student will read exercise assigned by teacher from newspaper and mimeographed Want-Ads from exercise book. Student will write an exercise in business like manner in the job in which they are interested. | The student will acquire knowledge in answering a Want-Ad by letter as measured by teacher, observation of papers of students presented. | Occupational Education, Fact Finding Series, Part 1. |
| 5. The teacher will discuss the role of proper grooming in getting and keeping a job to be displayed on felt bulletin board. | The students will bring work, wardrobe, cut-outs, from Pennys' or Sears' catalogs. Good points and bad points discussed in proper dress, in the world of working people. | The students will have comprehension of proper work clothing as measured by teacher observation, also good grooming, hair cleanliness, fingernails, etc. | Sears', Pennys' Catalog, felt board. |
| 6. The teacher provides help for students suggestions keep your job. | The student will prepare a list, guided by teacher, the "do" and "don'ts" of keeping a job. Ex: Punctuality, cooperation, responsibility, and criticisn. | The student will acquire the knowledge desirable qualities desired by employers as measured by teachers observation. | Filmstrip: Coronet - "How To Keep A Job," and "Sticking To Your Job." |

| Motivation Techniques & Subject Correlation | Student Activity | Predicted Outcome | Resources |
|---|---|---|---|
| 7. The teacher will provide a guest speaker, job coordinator, counselor, which correlates with listening and communication skills pertaining to work. | Student will listen carefully to speaker and ask questions previously prepared. | The student will have knowledge of listening and communication skills as observed by teacher by follow-up discussion and measured by teacher observation. | Guest speaker, Counselor, and Job Coordinator. |
| 8. The students will tour local company in community. | The students will visit a local company and observe job conditions under which job is performed. Physical and mental activity required in the job. How the job relates to the working structure of the plant. | The student will gain knowledge of job role, along with other workers as measured by teacher observation in course of unit. | Filmstrip - Factory Worker. |
| 9. The teacher will provide motivation for follow-up discussion of field trips. | The student will ask questions, essays, draw pictures and discuss field trips, points of interest good jobs, bad jobs, safety features and job atmosphere in general. | The student will gain knowledge of the job role along with other workers as measured by teacher during course unit. | |
| 10. The teacher will guide the students in writing letters of appreciation. | The student will write a letter of appreciation in correlation of Language Arts by showing proper forms of letter writing. | The student will gain knowledge of letter writing as measured by teacher during course of unit. | |

BIBLIOGRAPHY

RESOURCE LIST

List A - Books

Dubnick, Phyllis. A Job For You. Steck-Vaughn Company.

Zim, Herbert, S. Planning Your Career. Spencer Press.

List B - Filmstrips

Coronet. How To Keep A Job.

Coronet. Factory Worker.

McGraw-Hill. What Are Job Families?

List C - Catalogs

Sears - Penneys. Catalog Department.

List D - Worktexts

Turner, William, H. The Job You Get. New York University Press.

Kahn & Hanna. Using Dollars & Sense. Fearon, Publishers, Inc.

Kahn & Hanna. Working Makes Sense. Fearon Publishers, Inc.

THE NEWSPAPER

Grade Level 6 — Communication and Media

Behavioral Objectives

1. The student will gain a knowledge of the jobs connected in the newspaper as measured by the ability to produce a class newspaper.
2. The student will respond by valuing the occupations related to the newspaper as measured by his selection of a job that will satisfy him.
3. The students will produce by initiation and manipulation a class newspaper.

| Method of Operation | Student Activities | Predicted Outcome | Resources |
|---|---|---|---|
| Bulletin Board with sheet of newsprint and newspaper - caption paper + jobs = newspaper. | Students will discuss jobs necessary to produce a newspaper. | Students will list jobs and collect pictures of them to add to bulletin board. | |
| Student research groups. | The groups will research newspaper jobs on job list through reading and interviewing. | Student will report to the class on jobs. (It may be necessary to revise job list.) | List 1. |
| Filmstrip and Record. | Students will listen for tips on how to read a newspaper. | Students will be evaluated by a chart they prepare on "How to Read a Newspaper" | List 2. |

| Method of Operation | Student Activities | Predicted Outcome | Resources |
|---|---|---|---|
| A month's subscription to Newspapers for each child. (Correlate with Language Arts.) | Students will:<br>A. Read specific articles to discover the news style of writing and identify who, what, when, where, (how or why) of the article.<br>B. Discover the components of a newspaper.<br>C. Discover newspaper "goofs" typographical errors, misspellings.<br>D. Make a scrapbook of clippings to illustrate dateline classified ad, obituary, feature story, news story, picture story, political cartoon, editorial, ear, masthead, banner headline, sports column, sports story, comic strip. | Students will be preparing for the production of a class newspaper by studying the Dispatch as a model, discovering parts of the paper, newswriting and will select features and format for their class newspaper. | List 3 and List 6. |
| Filmstrip and Record. | After viewing and listening students will find two new words per day in the newspaper. | Students will keep a list of these words, their definitions, use them in sentences and add them to weekly spelling list. This may be measured by the teacher observing "new" words in oral and written work. | List 4. |

| Method of Operation | Student Activities | Predicted Outcome | Resources |
|---|---|---|---|
| Play. | The students will read, discuss, then enact "The First Freedom." The discussion will include freedom of press, slander, libel, responsible reporting. | Student will begin to value freedom of the press and responsible reporting as measured by work on class newspaper. | List 5. |
| The teacher will conduct a poorly prepared interview and report it inaccurately. | Students will discuss how to conduct an interview correctly. | A group of students will prepare a "model" interview for the class as judged by teacher observation. | List 6. |
| North -<br>East -<br>West -<br>South -<br>Correlate with Social Studies. | Students will locate on a world map the places where leading news occurs. Brief reports on these places will be given orally by the students. | Students will become more aware of world geography and as measured by teacher observation. | World Map. |
| Resource Person. | Students will prepare questions regarding the production of a newspaper. | Students will display listening and questioning skills and hospitality for a guest as measured by teacher observation. | |
| Field Trip to Publishing Company. | Students will observe jobs, observe the method of producing a newspaper and the connecting jobs. | Students will select a job he has observed on the trip that he wants to do on class paper. | |

| Method of Operation | Student Activities | Predicted Outcome | Resources |
|---|---|---|---|
| Class Discussion. | Students will review proper form of letters. | Students will respond to the cooperation and helpfulness shown them on field trip and by resource people by expressing their appreciation through a thank you letter. | List 6. |
| Role Play. | Students will role play jobs observed during field trip and jobs found in their research. | Role play will reinforce knowledge of jobs in newspaper. | List 6. |
| Production of class newspaper. | Students will compute cost of materials for producing the class paper, make change in selling the paper and plan to sell the paper for a profit. Students will organize and plan to produce a newspaper by preparing a list of pertinent questions as "Do we want a comic section?" and finding suitable answers. | The activity will be measured by the profit that will be deposited to begin a career unit on banking. The students will select a workable plan and staff for the class newspaper as measured by the success of the finished product. | List 6. |

| Metod of Operation | Student Activities | Predicted Outcome | Resources |
|---|---|---|---|
| Reporting Assignments - Correlate with Language Arts. | Following a discussion of reporting techniques each student will be given an assignment to get the "scoop" on. | Students will respond to the job of reporter by writing articles of their own. | 4-H News, writing project, and book. |
| Reading for enjoyment. | Students will read "Nothing New Ever Happens Hardly." | Students will enjoy reading a story of a printer's devil turned reporter as measured by class discussion following the story. | List 5. |
| Music correlation. | Students will make up newspaper related words to "I"ve Been Working on the Railroad" and "Bingo." | Students will demonstrate their knowledge of newspaper by the words they make up. | |
| Art correlation. | Students will discuss the political cartoon, comics and art in advertising. | Students will select and draw a comic cartoon to their satisfaction. Best one will be included in Class paper. | List 7. |
| Individual reports - Correlate with Science. | Individuals will report on how trees are used in making paper. | Students will discuss the ecological importance of recycling newspaper and join in a community project to turn in paper for recycling and use the proceeds for buying gifts for the elderly. | List 1 and List 8. |

## RESOURCE LIST

List 1
Compton's Encyclopedia.
World Book Encyclopedia.

List 2
"Reading a Newspaper" Record and Filmstrip.
Language Arts Guidance Series Project 108.

List 3
"The Living Text Book Program."
"Here's How It Was."
The Huntington Publishing Co.

List 4
"Discovering a New Word" Record and Filmstrip.
Language Arts Guidance Series Projects 108.

List 5
Adventures Now and Then.
"A Radio Play - The First Freedom."
"Nothing Ever Happens - Hardly."

List 6
English 5, Macmillan, N.Y.
English Your Language 6, Allyn and Bacon, 1963.
English Our Language 6, Boston Heath, 1961.

List 7
Set of six filmstrips. "Introduction to Art Techniques."
Group II IFC - 328-M.

List 8
Booklet "Tree Crops" - W. Va. Pulp and Paper Co.

## OTHER RESOURCES

Pamphlets

1. "Putting Your School Newspaper to Bed."
   SP22M - Addressograph Multigraph Corp.
   Advertising Dept. P.O. Box 376
   Cleveland, Ohio 44117.

2. "Get More Out of Your Newspaper."
   "News - The Story of How It is Gathered and Printed."
   "The Story of the New York Times."
   N. Y. Times College School Services
   Times Square, N.Y., N.Y. 10036

Books

The First Book of Printing.
Epstein Watts Inc. N.Y. 1955.
Famous Modern Newspaper Writers.
Lewis Dodd Mead and Co. N.Y. 1962.

RECLAIMING NATURE

Grade Level 6 Environmental Occupations

Behavioral Objectives

1. Affective - The students will respond to good conservation habits and practices presented to them during the month of May, 1973. Measurement will be by reclaiming a waste area of fores.

2. Cognitive - The student will apply the habits of good conservation taught to them during May, 1973. Measurement will be by the teacher observation.

3. Psycho-motor - The students will reclaim, with precision, a stretch of wasted forest. This will occur during the last week of May, 1973 and measurement will be by teacher observation.

| Motivation Technique and Subject Correlation | Student Activity | Predicted Outcome | Resources |
|---|---|---|---|
| Field trip to State Park - (Natural Science). | To observe the various activities and work in running of a State Park. | Students will gain a broad knowledge of the many different aspects of a State Park. | State Park Forest Ranger and bus. |
| Discussion and Listing - (English). | The students will have an open discussion of what they saw on the field trip. While discussing they will be listing all the different observations. | Students will have a large list of the many different observations. | Students, teacher, chalkboard, pencil and paper. |

| Motivation Technique and Subject Correlation | Student Activity | Predicted Outcome | Resources |
|---|---|---|---|
| Oral Reports - (English). | The students will pick any of the area from the discussion and prepare an oral report. | The students will gain a knowledge of the area they chose as measured by the report given. | Material received from field trip, books, magazines, and literature from the 4H Club. |
| Bulletin Boards - (Art). | The students will prepare bulletin boards dealing with the conservation of our natural resources. | The students will express the knowledge they have gained upon the bulletin boards as observed by teacher observation. | Construction paper, glue, paints, crayons, paint brushes, and scissors. (Construction aids.) |
| Lecture by a Game Warden - (English). | The students will listen to a speech presented by the Game Warden. | The students will gain a knowledge of the many job areas that are involved in the good running of a forest. | Game Warden. |
| Questioning - (English) (Natural Science). | The students will have a question and answer period with Game Warden. | The students will respond to the lecture given and the knowledge gained. | Students and Game Warden. |
| Program presented by a Conservationist - | The students will listen to the program presented by 4-H Club. | The students will gain a knowledge of the many job areas open conservation. | 4-H Club sponsor. |
| View Films. | Students will watch and take notes on a film presented by 4-H Club. | The students will gain a further knowledge of conservation. | Films supplied by 4-H Club. |

| Motivation Technique and Subject Correlation | Student Activity | Predicted Outcome | Resources |
|---|---|---|---|
| Questioning - (English). | The student will have a period and answer period with 4-H leader. | The student will respond to the knowledge gain from both the lecture and film. | 4-H leader and the students. |
| Lecture by a Forester - (English) (Natural Science). | The students will listen to the lecture presented by a Forester. | The students will gain a knowledge of the job areas open in the lumbering industry. | Forester or Forest Ranger. |
| Questioning. | The students will have a question and answer period with a Forester. | The student will respond to the knowledge gain in the lecture. | Forester and the students. |
| Panel Discussion. | Students will divide into group of 3 and 4 and prepare a report (oral) on one of the areas they have learned during the lectures. | The students will analyze functions needed to keep a forest area healthy. | Materials supplied by the different speakers plus school research materials. |
| Role Playing - (English). | The students will play the parts of the jobs that are in their panel discussion. | The students will imitate the jobs that were in their panel discussion. | Students. |
| Psychomotor Activities - (Mathematics). | The students will reclaim a area of forest that is in need of repair. | The students shall do with precision the acts common to good forestry techniques. | Plants, Tools, students, and ground that needs repair. (Under resources in Psychomotor.) |

## RESOURCE MATERIAL

### Books


1. Treasures of the Trail. College of Agriculture and Forestry, West Virginia University, 1970.

2. Treasure of the Trail. Appalachian Center, West Virginia University, 1971.

3. The Ohio State University Bulletin. The Ohio State University Agricultural Technical Institute, Wooster, Ohio, 1972.

4. Wonderful West Virginia. Department of Natural Resources, State Capital, Charleston, West Virginia, 1971-72.

5. West Virginia. West Virginia Federation of Women's Clubs, 1600 Virginia Street, East, Charleston, West Virginia, 1969.

6. A Primer on Conservation. Olin R. Kaupanger. Federal Cartridge Corporation, Minneapolis, Minnesota, 1968.

7. West Virginia Youth Conservation Program. West Virginia Department of Natural Resources. State Capital, Charleston, West Virginia, 1970.

8. Conserving Our Natural Resources. Federal Extension Service, Forest Service and Soil Conservation Service. United States Department of Agriculture, Washington, D. C., 1971.

9. Soil and Water Conservation in West Virginia. Gurge Sharpe, Appalachian Center, West Virginia University. Morgantown, West Virginia, 1969.


### Pamphlets


1. "A World of Opportunity for You in '72 Plant Sciences Technology and Floriculture and Greenhouse Management." Agricultural Technical Institute, Wooster, Ohio.

2. "A World of Opportunity for You in '72, Landscape Design, Contracting and Gardening and Turf Management." Agricultural Technical Institute, Wooster, Ohio.

3. "A World of Opportunity for You in '72, Nursery Operation and Management." Agricultural Technical Institute, Wooster, Ohio.

4. "Carp Creek State Forest." Division of Forestry, Charleston, West Virginia.

5. "Kanawha State Forest." Division of Forestry, Charleston, West Virginia.

6. "Greenbrier State Forest." Division of Forestry, Charleston, West Virginia.

7. "Seneca State Forest." Division of Forestry, Charleston, West Virginia.

8. "Black Water Falls State Park." Division of Forestry, Charleston, West Virginia.

9. "Seneca Caverns." Estyle Lambert. Rivetin, West Virginia.

10. "Cacapon State Park." Division of Forestry, Charleston, West Virginia.

11. "West Virginia State Park and Forests." Division of Forestry, Charleston, West Virginia.

12. "The Potomac Highlands." Division of Forestry, Charleston, West Virginia.

13. "A Conservation Study Area." United States Department of Agriculture, Washington, D.C.

14. "Trees." World Book Encyciopedia. Merchandise Mart Plaza, Chicago 54, Illinois.

15. "Soil Waste Regulation." West Virginia State Department of Health, Charleston, West Virginia.

16. "Needed, Clean Water." Channing L. Bete Company. Greenfield, Massachusets.

17. "Working Together for a Livable Land." Soil Conservation Society of American, 6515 Ankeny Road, Ankeny, Iowa.

CAREER EDUCATION

MARINE SCIENCES

Grade Level 6

Behavioral Objectives

1. The student will gain a knowledge of the jobs connected with Marine Sciences as measured by ability to list and describe, at the end of a three week study of such jobs, ten jobs in three separate areas.

2. The student will respond by valuing the occupations related to Marine Science by his selection of a particular job, for a research report, that will satisfy him.

3. The student will imitate three careers by roll play.

| Method of Operation | Student Activities | Predicted Outcomes | Resources |
|---|---|---|---|
| Bulletin Board - With construction paper build an ocean scene. | Students will discuss the importance of water related jobs to our livelihood. | Students will design boats, print a job or career on each boat and add to the bulletin board. | Paper, scissors, etc. |
| Maps - Correlate to Social Studies. | The students will fill in maps showing the major inland waterways and coastal waters of the United States of America. | Students will gain an understanding of the vast network of water-trade routes of this country. | Mimeographed outlined. Maps of the United States. |
| Student research groups. | The groups will research the field of Marine Science through books, pamphlets, and encyclopedias. | Students will report to class on jobs they have discovered. The bulletin board may need to be revised. | Books, pamphlets, and Science Readers. |
| Class Discussion. | The students will discuss the meaning of Biology in relation to the role of a Marine Biologist. | The students will gain the knowledge of duties and qualifications of a Marine Biologist. | |

| Method of Operation | Student Activities | Predicted Outcomes | Resources |
|---|---|---|---|
| Role play. | The students will role play a Marine Biologist. | The students will visit a lake, pond, creek, or river to collect samples of various forms of marine life. | Collecting bottles and straining screen. |
| Laboratory - Correlate with Science. | The students will choose one sample from the role play collection to observe under the microscope, sketching what he sees and identifying the life forms. | The student will demonstrate his ability to work with a microscope as evidenced by his description of what he sees in the micro-world. | Microscopes, field-glasses, Golden Book, and Water Life. |
| Movie. | The student will observe the movie watching for the variety of jobs displayed in the film on the science of Oceanography. | The student will develop an awareness and a value for certain jobs as indicated by the lists of jobs he sees in the film. | "Oceanography" - Bell Telephone. |
| Interpersonal - Interaction. | The groups will discuss areas of environmental pollution with which they are familiar and consider what can be done to halt such pollution. | The student will demonstrate ability to function in group thinking and in self-expression to others. | |
| Group Reports. | The groups will give a panel discussion of their findings dealing with pollution. | The student will share ideas of the group as demonstrated by his ability to add ideas to the panel discussion. | |
| Resource Person. | Student will prepare questions regarding the conservation of our waterways. | Students will display listening and questioning skills and hospitality for a guest as measured by teacher observation. | A Conservation Officer. A Coast Guard Commanding Officer. |

| Method of Operation | Student Activities | Predicted Outcomes | Resources |
|---|---|---|---|
| Class discussion. | Class will discuss the presentation of the Conservation Officer and the qualification needed for such employment. | The student will display a recall of knowledged gain from Resource person and gain an understanding of the necessary qualification needed for employment as measured by his ability to fill out an application for such a job. | |
| Filmstrip - First Aid. | The student will role play an accident in the water. | The student will imitate the instructor by practicing various methods of resusitation. | #1 Red Cross First Aid Manual. |
| Write letters - Correlate to English. | The student will write letters asking for information on jobs of particular interest. | The student will gain practice in constructing sentences and letter form. | |
| Practical Research. | The student will choose a sample of water for scientific evaluation. | The student will gain a knowledge of scientific method as demonstrated by his ability to follow direction and record important data. | Encyclopedias, Library Books, and Pamphlets. *See Appendix. |
| Lecture. | The student will listen to the description of the career of a Marine Chemist. | The student will display listening skills as measured by a short quizz. | |
| Singing. | The student will sing songs about life on the water. | The student will show an appreciation for the work songs as demonstrated by request to sing certain songs. | Records - Erie Canal. |

| Method of Operation | Student Activities | Predicted Outcomes | Resources |
|---|---|---|---|
| Readings. | The student will work independently reading stories of life on the water. | The student will choose reading material from the reading table and will gain ability to select and collect information for a research report on a job of interest. | |
| Reports. | The student will plan an oral report on some current event in Marine Science. | The student will gain a proficiency in speaking before others as demonstrated by delivery of information he has found in recent publication. | Weekly Reader Series "Oceanography" - The Sea Around Us. |
| Scrapbooks. | The student will search through magazines, Weekly Readers, etc., to find material for a scrapbook on Marine Science. | The student will gain knowledge of how to locate appropriate material as judge by the number of entries in his scrapebook. | |
| Research. | The student will write a a research report on the fishing industry. | The student will gain practice in reading comprehension by reading the encyclopedia and then reporting in his own words what he has read. | World Book and Compton Encyclopedia. |
| Art Correlation. | The student will make a charcoal sketch of some scene depicting a Marine career. | The student will assign a value to a particular job as judge by the type of scene he depicts with charcoal. | Charcoal pencils, Paper, Dough and Erasers. |

| Method of Operation | Student Activities | Predicted Outcomes | Resources |
|---|---|---|---|
| Role Play. | The entire class will role play life on a ship. | The student will gain a knowledge of marine language, duties and function of personnel on a sea going vessel. | |
| Field Trips. | The student will plan a field trip to a Coast Guard Station when a boat is in port. | Students will make a list of jobs observed and make additions to the bulletin board. | |
| Write Reports - Correlate with English. | The student will make a written report describing activities observed on the field trip. | The student will gain practice in sentence structure by recalling in written form what he saw on the field trip. | English textbook. |
| Dramatization. | The students will add to an out of a script and when completed enact the play. | The students will gain an understanding of working together for a common goal as they build the play centering around a career on the water. | Outline of Play. Overhead Projector with roll of cellulose. |
| Questioning. | The student will take a written quiz covering all material covered in the unit. | The student will evaluate the material covered in this unit in writing answers to the questions on the quiz. | Multiple choice test covering questions on all areas on the bulletin board. |

## PLACES TO WRITE FOR INFORMATION

Department of Natural Resources.

Department of the Interior.

Department of Commerce.

United States Coast Guard.

Director of Air and Water Pollution
Box N 55
Tacoma, Washington.

### Books

Oceanographers in Action. Foss, William.

Oceanography.

### Films

The Pond and the City.

Wild Rivers.

Oceanography (Bell Telephone).

George Washingtons River (Soil Conservation Service).

OTHER

INFORMATION

QUESTIONNAIRE

What Would You Like to Be?

Name _____

Check Yes or No.

| | | Yes | No |
|---|---|---|---|
| 1. | Would you like to work on a riverboat? | ___ | ___ |
| 2. | Would you like to work on a farm? | ___ | ___ |
| 3. | Would you like to work on cars? | ___ | ___ |
| 4. | Would you like to build things with wood? | ___ | ___ |
| 5. | Would you like to sell things in a store? | ___ | ___ |
| 6. | Would you like to work in a plant? | ___ | ___ |
| 7. | Would you like to be a logger? | ___ | ___ |
| 8. | Would you like to work in a saw mill? | ___ | ___ |
| 9. | Would you like to be a teacher? | ___ | ___ |
| 10. | Would you like to be a doctor or nurse? | ___ | ___ |
| 11. | Would you like to work in an office? | ___ | ___ |
| 12. | Would you like to be a policeman or a policewoman? | ___ | ___ |
| 13. | Would you like to be in the Army, Navy, or Air Force? | ___ | ___ |
| 14. | Would you like to be a fireman? | ___ | ___ |
| 15. | Would you like to be a postman or a postwoman? | ___ | ___ |
| 16. | Would you like to do housework? | ___ | ___ |
| 17. | Would you like to be a waiter or waitress? | ___ | ___ |
| 18. | Would you like to be a home-maker? | ___ | ___ |

SUGGESTED LETTER TO OBTAIN PARENT PERMISSION

FOR FIELD TRIP

Dear Parent:

Our class is taking a trip to _____ on
(place)

_____ from _____ to _____.
(date) (time)

We will go by _____.
(conveyance)

_____ will accompany the group.

The class has discussed and agreed to follow these rules:

1. Be on time! So we can leave on schedule.
2. Take care of drinks and toilet ahead of time.
3. Be thoughtful of our driver and other passengers.
4. At our destination - Listen to directions!
5. Notice which car you ride in.
6. Stick together. No one has fun if we lose you.
7. Remember your manners.
8. Remember why we came; pay attention.
9. Let someone know if you must be excused. Never go alone.
10. When it is time to go home, get in the car with the rest. Don't lag behind.

Please sign this consent form and return it by _____.

_____ Teacher

My child _____ has my permission to go on the field trip to _____.

Date: _____

_____ Parent

SUGGESTED LETTER FOR PARENT INVOLVEMENT

Dear _____:
(Parent)

Children in our school are studying career education. We feel that it is important for them to be aware of their relationship with careers and the world of work.

We would like to have you as a parent involved as much as possible with your child's education in order for you to have a better understanding of what your child is learning. Also, we feel that our class has much to gain from the knowledge of the parents as we learn about their various occupations.

Below is a short questionnaire for you to complete that will give us information which will help us in our study.

1. Would you be willing to explain your occupation to our class? _____ If so, what time of day would be convenient? _____.

2. If you cannot be present to explain your work, is there some aspect about your work that you feel would benefit our class? _____ _____
Yes No

Explain: _____

_____

3. Would it be possible for our class to arrange a visit to your place of work? _____ _____
Yes No

4. In the event you would be needed would you be willing to serve as an aide or helper? _____ _____
Yes No

5. Do you have knowledge of anyone who would be willing to contribute information in the way of discussions, talks, or explanations to his or her field of work?

_____ _____
Yes No

_____
Name

_____
Address

_____
Phone

"THE SERIOUS BUSINESS OF MAKE-BELIEVE"

By Margaret S. Woods
Associate Professor of Education
Seattle Pacific College

Children are convincing in their belief that imagination furnishes them with well-oiled machinery for learning best how to become fully functioning human beings.

Let's explore the possibilities of make-believe's contribution to individual education:

Make-Believe - Makes possible the courage "to be" and the catalyst for "becoming".

Make-Believe - Helps a child to move toward clear-cut communication. An increased awareness brings everything into focus.

Make-Believe - Makes possible that feeling of power that brings positive results.

Make-Believe - Provides a rich source of satisfaction by being "the cause of" something which is ultimately, if not almost immediately, successful.

Make-Believe - Is the proliferating product of creative spirit and intellectual vigor.

Make-Believe - Makes possible the integration of feelings, needs, and interests with subject matter.

Make-Believe - Points the way to self-discovery and self realization.

Make-Believe - Helps the child to see what human beings are really like.

Make-Believe - Provides wide and deep channels of a drawing out of emotional forces, ultimately inducing cooperation and commitment to a task.

## EXPERIENCE CHARTS

The experience chart is a means of capturing the interests of children by tying their personal experiences to reading activities. The chart, which tells about a shared activity, is a story produced co-operatively by the teacher and the class.

The experience chart provides practice in a number of developmental skills which are closely related to reading. For example:

1. Oral language useage in the group planning prior to a trip and in recounting the experience, for chart building, after a trip.
2. The give and take of ideas as the experience is discussed.
3. Sharpening sensory activity, particularly visual and auditory, while on excursions.
4. Expanding concepts and vocabulary.

The experience chart has merit in proportion to the degree to which certain logical practices are followed, i.e., vocabulary must be simple, and sentences short; a minimum of sentences must be used, and each sentence must contribute to the story.